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ABSTRACT

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English linguistic features is used to develop language skills. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing 10 lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Three of the guide see FL 001 772 and FL 001 794. (RL)

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MICHIGAN ORAL LANGUAGE SERIES

Standard English as a Second Language or Second Dialect

ED 040626

Interdisciplinary Oral Language Guide —Primary One Part Two

ACTFL EDITION
1970

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Preface to the ACTFL Edition

Since its organization the American Council on the Teaching of Foreign Languages (ACTFL) has been interested in and concerned with the education of Americans for whom English is not the mother tongue. This interest and concern have led ACTFL to study several instructional programs in this area.

One set of materials which came to our attention is the Michigan Oral Language Series produced under the direction of Ralph Robinett and Richard Benjamin with E.S.E.A. Title I-Migrant funds provided by the Michigan Department of Education to the Washtenaw County Intermediate School District and the Foreign Language Innovative Curricula studies (E.S.E.A. Title III). The series consists of structured oral language lessons for use with four, five and six year old children who need to learn English as a second language or standard English as a second dialect; the lessons are accompanied by evaluation and teacher training materials.

The series gives the teacher a detailed sequence of oral language activities which are not only linguistically controlled but also emphasize and reinforce the conceptual development of the child.

ACTFL has made these materials available for several reasons:

1. So that you can see what one project has been able to produce with competent staff.

2. So that you will appreciate--if you do not already--what materials development means.

3. So that you can use these materials for training personnel in your institution.

4. So that you may consider adapting or adopting them--in whole or in part--for your program.

The series consists of six components:

1. Bilingual Conceptual Development Guide--Preschool
2. English Guide--Kindergarten
3. Spanish Guide--Kindergarten
4. Interdisciplinary Oral Language Guide--Primary One
5. Michigan Oral Language Productive Tests
6. Developing Language Curricula: Programed Exercises for Teachers

If you wish to order multiple or single copies of these texts please consult the catalogue published by ACTFL.

This ACTFL Project has been made possible by CONPASS (Consortium of Professional Associations for Study of Special Teacher Improvement Programs), under a grant from the U. S. Office of Education, and it is intended to extend the work of CONPASS initiated at its conference in Grove Park, North Carolina on 10-15 June 1969. ACTFL extends its appreciation to CONPASS for the grant which makes the distribution of these materials possible and to the staff of FLICS and the Migrant Worker Program for their willingness to share the fruits of their work.

F. André Paquette
Executive Secretary

MMPIP

INTERDISCIPLINARY ORAL LANGUAGE GUIDE PRIMARY ONE

PART TWO: LESSONS 41-80

STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT FOR SPANISH-BACKGROUND CHILDREN

INTERDISCIPLINARY ORAL LANGUAGE GUIDE: PRIMARY ONE

PART TWO: LESSONS 41-80

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1969

MICHIGAN MIGRANT PRIMARY INTERDISCIPLINARY PROJECT
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FOREWORD

THE PURPOSE AND TARGET POPULATION

The Michigan Migrant Primary Interdisciplinary Project is charged with creating an oral language program for use with primary age Spanish-background children who have limited control of standard English. The resulting Interdisciplinary Oral Language Guide: Primary One is designed to help provide these children with the oral language they need for the school setting. The materials here included comprise Part Two of the Primary One Guide.

THE CONTENT

The referential content for the lessons is drawn from social science, science, and mathematics. Basic concepts and processes from these areas are integrated with linguistic features identified through a contrastive analysis of Spanish and English. Within the sequence of lessons, the linguistic and conceptual targets are carefully presented and systematically revisited. It should not be assumed, however, that the use of these lessons will guarantee mastery of either the conceptual or the linguistic content. Much additional practice of both will usually be necessary.

TYPES OF LESSONS AND MATERIAL INCLUDED

Part Two of the Guide consists of forty oral language lessons. Five of these are review lessons, and five are evaluation lessons which also serve as review. The other thirty lessons are designed to present a limited, carefully selected body of linguistic and conceptual content. A Spanish support activity is provided for each lesson. The art supplement section contains illustrations which may be used with the lessons, and repeats the sewing pattern for making the two puppets suggested for use with the program. In addition, a vocabulary list is included so that you may quickly identify where particular words and meanings are introduced.

THE UNIT OVERVIEW PAGE

The UNIT OVERVIEW page at the beginning of each unit provides a synthesis of the linguistic and conceptual content contained in the unit. Reading the OVERVIEW PAGE will familiarize you with the general language and conceptual content to be covered in that unit. This will help you keep the central goals of the unit in mind as you adapt the activities to the needs of your particular group.

THE SPANISH SUPPORT ACTIVITIES

The concepts in the SPANISH SUPPORT ACTIVITIES are key concepts in science, social science, and mathematics which the pupils will encounter in the corresponding English ORAL LANGUAGE LESSONS. Presenting each of the Spanish activities before implementing each of the corresponding English ORAL LANGUAGE LESSONS will ensure that the concepts are familiar to the learner before they are practiced i the new language. The SPANISH SUPPORT ACTIVITIES are also intended to reassure the pupil that his home language is a valuable asset which is respected as a legitimate means of dealing with intellectual tasks. These activities are commonly carried out by the Spanish-speaking aide under the teacher's supervision.

The English translations of the SPANISH SUPPORT ACTIVITIES are not to be taught as English lessons. The translations are given only to provide understanding of the activities for teachers who do not speak Spanish. The activities themselves are designed to be taught in Spanish.

SPANISH SUPPORT ACTIVITIES precede each bloc of five lessons. Each of these activities takes approximately 10 minutes to implement. The specific concepts to be used and the materials necessary for implementing the SUPPORT ACTIVITIES are listed in the BASIC CONCEPTUAL FOCUS and MATERIALS boxes on the top of the left hand page of each set of SPANISH SUPPORT ACTIVITIES.

THE ORAL LANGUAGE LESSON

The left hand page of each ORAL LANGUAGE LESSON provides you with important pre-lesson information. In the LINGUISTIC FOCUS box, you will find the language structures and vocabulary that are being reviewed as well as the structures and vocabulary that are to be introduced for the first time in the program. In the LINGUISTIC COMMENTARY box, you will find a list of language problems that Spanish-speakers typically have with the English used in the lesson. The activities in the lesson have been designed to help the pupils overcome those typical language problems. In the CONCEPTUAL FOCUS box, you will find the relevant concepts that have already been used in the program as well as the concepts that are to be used for the first time in the ORAL LANGUAGE LESSON. The CONCEPTUAL COMMENTARY box lists conceptual problems that any first grader might have. The activities in the lesson have been designed to use the concepts in easy-to-understand situations. The MATERIALS box lists the items you need to prepare and use for each activity in the lesson. Pictures referred to in the MATERIALS box are found in the ART SUPPLEMENT in the back of the guide.

Familiarizing yourself with the actual lesson format on the right hand page before teaching the ORAL LANGUAGE LESSON will enable you to implement the lesson with a clear understanding of its content and teaching strategies. The right hand page of each ORAL LANGUAGE LESSON contains three activities and a box entitled TAKE-OFF IDEAS. The first two activities contain new vocabulary items within old language structures and old vocabulary items within new language structures. The third activity is primarily a review of the structures and vocabulary contained in the first two activities of the same lesson. Each of the activities has conceptual input draw from one or more of the three content areas: social science, science, or math.

The narrative of each activity contains suggestions concerning the actual teaching of the activity. Each dialog is an example of the narrative and reflects the natural language that teachers and pupils typically use.

Each of the activities is designed to take approximately 10 minutes. Allowing about 10 minutes for a SPANISH SUPPORT ACTIVITY and 30 minutes for an entire ORAL LANGUAGE LESSON, you should be able to cover one of each in a school day. Since each ORAL LANGUAGE LESSON is divided into three activities, you may wish to teach the activities during different periods of the day rather than all at once.

The situations listed in TAKE-OFF IDEAS are suggestions for lesson reinforcement at other times during the day. You may wish to use them regularly with those pupils who need additional practice on the linguistic and conceptual content of the ORAL LANGUAGE LESSONS.

THE REVIEW LESSON

Notice that ORAL LANGUAGE LESSONS 45, 55, 65, and 75 are REVIEW LESSONS. The left hand page of these lessons points out the language and concepts from the previous four lessons which are revisited in the REVIEW LESSON. The left hand page also lists the materials you need to prepare and use in implementing the lesson. You can teach the REVIEW LESSON just as you did each of the preceding four ORAL LANGUAGE LESSONS, recognizing that the only difference between the REVIEW LESSON and the ORAL LANGUAGE LESSONS is that there are no new structures, new vocabulary, or new concepts in the REVIEW LESSON.

Taking your class on the field trips suggested in the SUGGESTED FIELD TRIPS box at the end of each REVIEW LESSON provides you with an opportunity to help your pupils use the ORAL LANGUAGE LESSON structures, vocabulary, and concepts in situations less controlled than those included in the lesson.

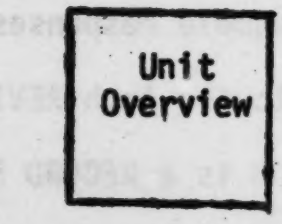
THE REVIEW-EVALUATION LESSON

Notice that the last lesson in each unit, 50, 60, 70, and 80, is a REVIEW-EVALUATION LESSON. The REVIEW-EVALUATION LESSON is designed to help you determine, in modified language situations, how well your pupils can use the structures and vocabulary of the unit just covered. The left hand page of the lesson lists the main language structures to be evaluated, the concepts used, and also lists the materials you need to prepare and use. You can find suggestions for implementing the lesson on the right hand page of the REVIEW-EVALUATION LESSON. This lesson, like the ORAL LANGUAGE LESSONS, is divided into three activities and can be taught in the same way. However, the responses suggested in the dialogs do not represent the only structures the pupils might use; these are only sample responses. Immediately following each REVIEW-EVALUATION LESSON is a RECORD SHEET which is designed to assist you in determining which language structures from the previous unit are successfully or unsuccessfully controlled by your class.

ACKNOWLEDGMENTS

We are grateful for the contributions to Part Two of the Primary Guide made by Harender Vasudeva who, with the other members of the Project's evaluation staff, critically reviewed the lessons to provide formative evaluation of the materials as they were being produced.

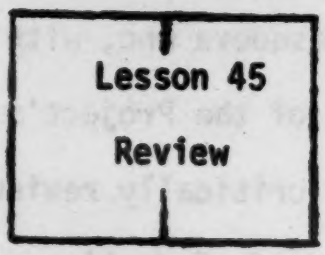
The diagram below illustrates the sequence of the lessons for two weeks, or one unit. There are four units in Part Two of the Primary One Guide, each containing ten lessons, laid out as illustrated.



The Unit Overview synthesizes the linguistic and conceptual input of the unit.

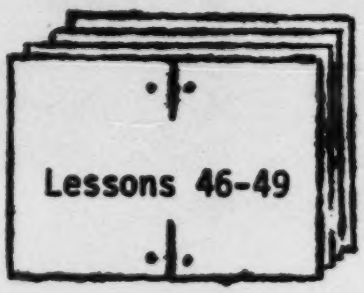
Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.

Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.

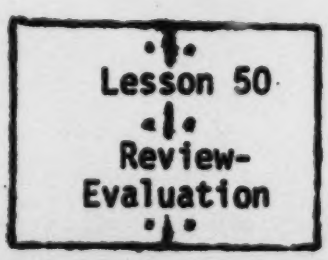


Review Lesson reviews language and concepts from the preceding four lessons.

Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.



Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.



The Review-Evaluation enables teacher to measure pupil progress while reviewing language and concepts from preceding lessons in the unit.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 5 - OVERVIEW

The first grade child is often asked to talk about his family. He and his classmates frequently draw pictures of their homes and relatives and study the nature of the family and its needs in some detail. In order to meaningfully share his information about families, the Spanish-speaking child needs to be able to understand and use questions and statements in English concerning family relationships and basic needs.

LINGUISTIC FOCUS

Unit Five contains questions and answers providing the pupils practice in:

- USING ADJETIVES AS PRE-NOUN MODIFIERS, AS LIGHT CLOTHES
- USING NOUNS AS MODIFIERS OF NOUNS, AS BRICK HOUSE
- USING GENITIVE 'S FORMS AS MODIFIERS OF NOUNS, AS ROSA'S FAMILY
- USING EXPRESSIONS OF MASS QUANTITY, AS ANY, SOME, ALL
- USING PLURAL OBJECT PRONOUNS THEM, US
- USING ADJECTIVES WITH COMPARATIVE AS---AS AND -ER THAN

CONCEPTUAL FOCUS

Unit Five contains activities which are basically designed to help the first grade child with the following:

- IDENTIFYING MEMBERS OF NUCLEAR AND EXTENDED FAMILIES
- CLASSIFYING FAMILY MEMBERS INTO SETS AND SUBSETS
- IDENTIFYING BASIC FAMILY NEEDS: FOOD, CLOTHING, SHELTER
- WRITING NUMERALS 4-10
- IDENTIFYING A SET OF ZERO AS THE EMPTY SET
- ORDERING SETS OF 0-9
- COMPARING SIMILARITIES AND DIFFERENCES BETWEEN NUCLEAR AND EXTENDED FAMILIES
- COMPARING FAMILIES BY SIZE
- CLASSIFYING CLOTHING BY SEASON AND WEIGHT
- DISCRIMINATING AND SHOWING PREFERENCE FOR DIFFERENT TYPES OF FOOD, CLOTHING, AND SHELTER

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- **Identifying, naming and classifying members of nuclear and extended families**
- **Identifying and naming a set of zero**
- **Identifying families as being as large as or as small as other families**
- **Ordering and writing numerals from 0-6**
- **Identifying families as having the same or different number of people**

MATERIALS:
- **Activity 1: Prepare accompanying cutouts of house and Rosa's family; use chalk.**
- **Activity 2: Use the family cutouts from English Lesson 42, chalk and tape.**
- **Activity 3: Use the family pictures for Ray and Rosa used in English Lesson 41, the accompanying family picture for Ana, and chalk.**
- **Activity 4: Use the accompanying picture of Elena, the house from Activity 1, the family pictures of Juan and Lupe from English Lesson 44 and of Rosa, Ray, Manuel, and Don, from English Lesson 41 and chalk.**

1. LA CASA DE ROSA (to accompany lesson 41) ROSA'S HOUSE

Muestre la casa que se acompaña. Abrala, haga notar que no hay nadie en ella, está vacía. Pregunte quién hay y cómo está la casa para obtener, "No hay nadie. Está vacía." Pida a un niño que ponga a Rosa en la casa. Pregunte quién hay en la casa y de cuántos miembros consta ese conjunto. Un niño escribirá el numeral 1 en la pizarra. Presente en igual forma al papá, a la mamá y al hermano de Rosa. Cuente cada vez los miembros que forman el conjunto, escribiendo el numeral. Pregunte cuántos miembros forman la familia de Rosa.

Show the accompanying house. Open it, noting that no one is inside, and that it is empty. Ask who is there and if the house is empty, having the class say, "No one is there. It's empty." Have a pupil place Rosa in the house. Ask who is in the house and how many members are in that set. Have a pupil write the numeral 1 on the chalkboard. Present Rosa's father, mother, and brother in the same way. Each time, count the members in the set and write the numeral. Ask how many members are in Rosa's family.

2. PABLO Y MARIA (to accompany lesson 42) PABLO AND MARIA

Muestre e identifique cada miembro de la familia de María. Colóquelos en un extremo de la pizarra. Igual haga con Pablo, sus padres y hermana, colocándolos en el otro extremo. Proceda igual con los abuelitos de Pablo colocándolos en el centro de la pizarra. Un niño

Show and identify each member of Maria's family. Tape them on one end of the chalkboard. Do the same with Pablo, his parents and sister, taping them on the other end of the board. Proceed in the same manner with Pablo's grandparents, taping them to the center

dibujará los contornos de una casa alrededor de cada conjunto. Otro niño los contará y escribirá el numeral correspondiente. Use y haga usar apropiadamente mediante preguntas, las palabras tío, tía, primo y prima refiriéndose a ambas familias. Pida a un niño que busque cuál es la mamá. Colóquela fuera de su casa. Dibuje un círculo alrededor de ella. Haga que cuenten los miembros del conjunto. Un niño escribirá el numeral 1. Continúe con los papás, las niñas y los abuelitos haciendo que formen y ordenen conjuntos de uno a cuatro.

of the board. Have a child draw a house around each set. Have another child count them and write the corresponding numeral. Through questions, use and guide the pupils to use the words uncle, aunt and cousin in reference to both families. Ask a child to choose the mother. Place her outside her house. Draw a circle around her. Have the class count the members of the set. Have a child write the numeral 1. Continue with the fathers, daughters and grandparents, having the pupils make and order the sets from one to four.

3. LAS NIÑAS (to accompany lesson 43) THE GIRLS

Muestre láminas de las familias de Ana, Ray, y Rosa. Guíe los niños para que identifiquen cada persona. Haga notar que la mamá y el papá son los padres, la abuelita y el abuelito son los abuelitos, y que los niños son los hijos. Pregunte cuántas niñas hay en la familia de Ray, acepte la respuesta diciendo, "Es cierto. No hay ninguna. Hay cero niñas." Repita la pregunta haciendo que usen cero en la respuesta. Ponga la lámina en la pizarra. Escriba un 0 debajo de ella. Cuente las niñas en las familias de Rosa y Ana. Ordene las láminas de 0-2.

Show the pictures of Ana's, Ray's and Rosa's families. Guide them to identify each family member and note that the mother and father are the parents, the grandmother and grandfather are the grandparents, and the boys and girls are the children. Ask how many girls there are in Ray's family. Accept the answer saying, "That's right. There aren't any. There are zero girls." Repeat the question having them use zero in the answer. Put the picture on the board. Write a 0 below it. Count the girls in Ana's and Rosa's families. Order the pictures from 0-2.

4. FAMILIAS GRANDES (to accompany lesson 44) LARGE FAMILIES

Pegue en la pizarra láminas de las familias de Lupe, Juan y Manuel. Identifique los miembros de cada una. Ayude a los niños a que los cuenten. Un niño escribirá el numeral correspondiente debajo. Pregunte cuáles familias son iguales, cuál es más grande y cuál es más pequeña. Retire la lámina de Lupe. Identifique y compare en igual forma las láminas de las familias de Rosa, Ray y Don. Pegue en la pizarra la casa de la Actividad 1. Pregunte cuántas personas hay en ella. Un niño escribirá el numeral 0. Pegue la lámina de Elena, diga que vive sola. Un niño escribirá el numeral 1. Ayude a los niños para que ordenen los conjuntos escribiendo los numerales hasta 6.

Tape pictures of Lupe's, Juan's and Manuel's families on the board. Identify the members of each family and help the children count them. Have a child write the corresponding numeral below. Ask which families are the same, which is larger and which is smaller. Remove Lupe's family picture. In the same way, identify and compare the pictures of the families of Rosa, Ray and Don. Tape the house you used in Activity 1 on the board. Ask how many people are in it. Have a child write the numeral 0. Tape up Elena's picture and say that she lives alone. Have a child write the numeral 1. Help the children to order the sets writing the numerals to 6.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 41

Review	LINGUISTIC FOCUS	Introduce
Who's that? That's (____). Yes, (he) (does). No, (he) (doesn't). (He) (has) (two) (____).		(That)'s (Manuel)'s (brother). Does (he) have any (sisters)? (I) (don't) have any (sisters). father, mother, brother, sister baby brother, baby sister any

LINGUISTIC COMMENTARY

Typical linguistic problems are: loss of 's ending in consonant clusters, as Wink father for Wink's father; confusion in selection between do and does and have and has; use of double negative, as in He doesn't have no sisters.

Review	CONCEPTUAL FOCUS	Introduce
Identifying and ordering sets of one-six Writing numerals 1-3		Identifying and naming the members of nuclear families Observing that roles within families may not be filled Writing numerals 4-6 Recognizing that nuclear families have common members but each may vary in the number of children

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the concept of family has many variations.

MATERIALS

Activity 1: Use the 5 accompanying family pictures for Rosa, Ray, Jimmy, Don and Manuel, and the puppet Wink.

Activity 2: Have each pupil prepare a picture that includes himself and any brothers and/or sisters he has; use Blink.

Activity 3: Use the accompanying pictures of Wink's and Blink's parents, the 5 pictures from Activity 1, and a pencil.

1. WHO'S THAT?

Display the five accompanying family pictures. Point to the girl labeled Rosa and have Wink ask, "Who's that?" After responding appropriately, have Wink help the class ask you the question. Have Wink help the class answer as you ask the question.

W: /as you point to Rosa/
Who's that?
T: This is Rosa.
W&C: Who's that?
T: This is Rosa.
Who's this?
W&C: That's Rosa.

Then, point to Rosa's father and have Wink help the class ask you the question. After responding, ask the question. Have Wink help the class reply.

W&C: /as you point to Rosa's father/
Who's that?
T: /pointing to father/
This is Rosa's father.
Who's this?
W&C: That's Rosa's father.

Continue the second dialog using Rosa's picture with mother and brother. Repeat with the other pictures introducing sister, baby brother, and baby sister where appropriate.

2. BROTHERS AND SISTERS

As preparation for this activity have each pupil make a picture of himself and any brothers and/or sisters he has. Holding up a volunteer's picture, ask the class if the volunteer has any brothers and then, sisters. Have Blink model the appropriate answers for the class, counting when there are brothers and/or sisters.

T: /to class, pointing to picture/
Does (he) have any brothers?
B: /modeling answer/
Yes, (he) does. One, (two).
(He) has (two) brothers.
B&C: Yes. (he) does. One, (two).
(He) has (two) brothers.
T: Does (he) have any sisters?
B: No, (he) doesn't.
(He) doesn't have any sisters.

Continue, asking groups and individuals about the volunteer's brothers and sisters. Then, ask the volunteer, "Do you have any (brothers)?" and have Blink help the volunteer respond appropriately, using Yes, I do. I have (three) (brothers) or No, I don't. I don't have any (brothers). Repeat with several other volunteers.

3. PUPPET PARENTS

Display the accompanying pictures of each puppet's parents. As a volunteer points to each parent, one at a time, help the boys then girls alternate asking each other, "Who's that?"

T&Bs: /as V points to each parent/
Who's that?
T&Gs: That's (Wink)'s (mother).

After identifying each parent, hold up the pictures for Activity 1 and continue, including brother, sister, baby brother, baby sister where appropriate. Repeat the activity with all of the pictures, helping each group ask, "Does (he) have any (sisters)?" Aid the appropriate replies. Next, choose volunteers, one at a time, to count the members of each family picture and print the numeral of the set on the picture.

V1: /counting and printing numeral/
One, two, (three).
It's a set of (three).

After all the pictures have the proper numeral printed on them, have a volunteer arrange them in order, smallest family to largest.

TAKE-OFF IDEAS

*Make a bulletin board display of any family photographs your pupils can bring in. Include photos of your own family. Discuss each picture.

*Collect T.V. guide or newspaper clippings of well-known T.V. families. Display and discuss the family members.

*Help each pupil draw a picture of a pretend family of shapes, such as Papa Square, Mama Square, Baby Square, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 42

Review	LINGUISTIC FOCUS	Introduce
Who's (that)? (That)'s (Maria)'s (father). Is that (Maria)'s (____) or (____)? they father, mother; brother, sister in		Some of them live in this house and some of them live in that house. All of them live in the same house. some, all; them; and grandfather, grandmother uncle, aunt, cousin; house

LINGUISTIC COMMENTARY

Typical linguistic problems are: loss of of in all of them, and substitution of "deng" or "dem" for them, "sawng" or "sawn" for some, and "cohsin" for cousin.

Review	CONCEPTUAL FOCUS	Introduce
Identifying and naming the members of nuclear families Observing that roles within families may not be filled Classifying cutouts of people		Identifying and naming the members of extended families Observing that extended family members may live in the same house

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the concept of family has many variations and that households can be made up of different combinations of family members.

MATERIALS

Activity 1: Prepare the 2 accompanying sets of cutouts for Maria's and Pablo's families, and Wink.
Activity 2: Use the 2 sets of cutouts from Activity 1, chalk, Wink, and Blink.
Activity 3: Have each pupil cut out his brother and sister pictures from Lesson 41 and make cutouts of any relatives he has that the class has discussed in previous activities; use chalk and Wink.

1. MORE RELATIVES

Display the two accompanying sets of cutouts for Maria's and Pablo's families. After identifying Maria, have a volunteer point to Maria's father as you have Wink guide individuals to ask the class, "Who's that?" Help the class respond if necessary.

T: /pointing to Maria/ This is Maria.
W&Pl: /as V points to Maria's father/ Who's that?
T&C: That's Maria's father.

Continue while the same volunteer points to each of the other members in Maria's family. Use brother, grandmother and grandfather, modeling the responses with new vocabulary. Then, identify Pablo in the second set of cutouts and proceed in the same manner, using sister, mother, and father, grandfather and grandmother. Show that Maria and Pablo are cousins by having the volunteer point to Pablo, his sister, his mother, and his father as Wink helps individuals ask the question and as you model the responses to help the class use Maria's with cousin, aunt and uncle. Do the same with the cutouts of Maria, her brother and father, using Pablo's with cousin and uncle.

2. WHERE RELATIVES LIVE

Display apart the two sets of cutouts from Activity 1. As a volunteer points to individual cutouts, have Wink model and then help the boys ask, "Is that (Maria)'s (cousin) or (sister)?" Have Blink help the girls respond.

W: /modeling question as V points to one cutout at a time/ Is that (Maria)'s (cousin) or (sister)?
W&Bs: Is that (Maria)'s (cousin) or (sister)?
B&Gs: That's (her) (cousin).

Continue as the volunteer points to other cutouts. Alternate the groups, with the girls asking the questions. Then, draw three chalk houses on the bottom of the chalkboard. Lean all of the cutouts of Maria's family against one house, Pablo's grandparents against another house and the rest of Pablo's cutouts against the last house. Ask Blink and then the class if all of the members of Maria's family live in the same house.

T: /indicating just Maria's cutouts/ Do all of them live in the same house?
B: Yes, they do. All of them live in the same house.
B&C: Yes, they do. All of them live in the same house.

Repeat with Pablo's family cutouts, having Blink model No, they don't. Some of them live in that house and some of them live in that house.

3. FAMILY TALK

In preparation have each pupil cut out the pictures he made of his brothers and sisters for Lesson 41. Also, have him make cutouts of any of his other relatives. Draw two houses on the bottom of the chalkboard. As a volunteer places his cutouts on the ledge, have the class question him, using questions from Activity 2. Have Wink help the volunteer respond. When the class asks about housing, have the volunteer arrange his cutouts against the appropriate number of houses. Draw more houses if he needs more than two.

T: /to class/ Ask (Juan) if that's his (aunt) or (cousin).
T&C: Is that your (aunt) or (cousin)?
W&V: That's my (aunt).
T: Ask (Juan) if all of them live in the same house.
T&C: Do all of them live in the same house?
W&V: /putting cutouts against houses/ No. They don't. Some of them live in (this) house and some of them live in (that) house.

Repeat the activity with other volunteers, having groups ask the questions.

TAKE-OFF IDEAS

*Make a family picture out of newspaper cartoon figures. Discuss the members.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 43

LINGUISTIC FOCUS

Review

That's (Pablo)'s (mother).
They're (the) (____).
(All, Some) of them belong to (____).

father, mother, brother, sister
grandfather, grandmother
same, different

Introduce

None.
None of them.
It has (zero) children.

parents, children, family
grandparents, grandchildren
belong
none, zero

LINGUISTIC COMMENTARY

Typical language problems are: loss of 're and plural s, as in They the parent for They're the parents; confusion of have and has and do and does; and substitution of "known" for none, "sero" for zero, and "shildren" for children.

CONCEPTUAL FOCUS

Review

Identifying and naming members of nuclear and extended families
Observing that roles within families may not be filled

Introduce

Classifying people into groups within groups
Identifying people as belonging to specific families
Identifying and naming a set of zero
Ordering sets of 0-3

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that words such as parents, children, etc. refer to collective groups of individuals; that family groups may differ in composition from their own.

MATERIALS

Activity 1: Use Maria's and Pablo's family cutouts from Lesson 42, tape and Blink.

Activity 2: Use the 5 family pictures from Lesson 41, the accompanying picture of kittens, 1 cutout from each of 5 or 6 unrelated pupils' sets from Lesson 42, and Blink.

Activity 3: Use the family pictures for Ray, Rosa, and Don from Lesson 41, the accompanying picture of a childless family, a pencil, and Wink.

1. OTHER NAMES

Have at hand the family cutouts for Maria and Pablo from Lesson 42. Hold up the cutout of Pablo's mother and then of his father, and ask volunteers one at a time who each is. After the responses, say that they are the parents. Have Blink ask, "Who are they?" and help the class respond.

T: /holding up Pablo's mother/ Who's this?
V1: That's Pablo's mother.
T: /holding up Pablo's father/ Who's this?
V2: That's Pablo's father.
T: /holding cutouts together/ They're the parents.
B: Who are they?
T&C: They're the parents.

Repeat, using the cutouts for children, grandparents, grandchildren. Then, tape up all of Pablo's cutouts and have Blink ask his same question as you model, "They're a family." Repeat the activity with Maria's cutouts.

2. DO THEY BELONG TO THE SAME FAMILY?

Display the five family pictures used in Activity 1 of Lesson 41 and the accompanying picture of kittens. Point out, with Blink that some of the pictured figures are people and some are not. Then take one family at a time, ask how many people there are and if they all belong to the same family. Have Blink help the reply.

T: /points to people, then kittens/ Those are people. Those aren't.
B: /touching kittens, then people/ These aren't people. These are.
T: /pointing to family picture/ How many people are there in this family?
B&C: One, two...(five).
T: /pointing to same picture/ Do all of these people belong to the same family?
B: Yes, they do. All of them belong to the same family.
B&C: Yes, they do. All of them belong to the same family.

From the sets of cutouts in Lesson 42, have one cutout each from five or six unrelated pupils. After each picture has been discussed, hold up the pupils' cutouts and ask, "How many of those people belong to the same family?" Have Blink model None of them. All of them belong to different families.

3. ZERO

Display the family pictures for Ray, Rosa, and Don from Activity 1 of Lesson 41 and the accompanying picture of a childless family. Point to each picture, ask what it is, and have Wink help the response. Then have the class identify Rosa's parents, using Rosa's father, Rosa's mother, and parents.

T: /points to each of 4 pictures/ What's that?
W&C: That's a family.
T: /points to parent in Rosa's pic./ Who's that?
C: That's Rosa's (father).
T: /after both parents identified/ Are they the parents or the children?
C: They're the parents.

Continue, using Rosa, Rosa's brother, and children. Point to each picture with children and ask how many childen are in each family. Print the numeral on each picture in pencil. Point to the childless picture and ask the same question. Have Wink model the reply.

T: /pointing to each children picture/ How many children does this family have?
C: (One).
T: /after writing numerals on pictures, pointing to childless fam./ How many children does this family have?
W: None. It has zero children.
C: None. It has zero children.

Label the picture with a zero. Order the pictures from zero to three. Mix up the picture order and have a volunteer reorder them from zero to three.

TAKE-OFF IDEAS

*Have pupils look through magazines, discussing families in the pictures.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 44

Review	LINGUISTIC FOCUS	Introduce
Yes, it is. Yes, it does. Juan's family is (____). They're the same size. (____) of them are (____). family many	No, it isn't. No, it doesn't.	Is (Lupe)'s family as (small) as (Manuel)'s? Does (Manuel)'s family have as many people as (Lupe)'s? (Sue)'s family is as (large) as (Rico)'s. large, small both, number, people

LINGUISTIC COMMENTARY

Typical language problems are: loss of genitive 's ending on names, as in Juan for Juan's; adding of plural, as in peoples for people; and substitution of "larch" for large, "esmoll" for small, and "bos" or "bot" for both.

Review	CONCEPTUAL FOCUS	Introduce
None		Comparing nuclear vs. extended family households Identifying families as being as large as or as small as other families Observing the ordering of numerals from 0-6 Identifying families as having the same or different number of people

CONCEPTUAL COMMENTARY

A typical conceptual problem is: confusion when making size comparisons: as large as, as small as, same number, different number, as many people as, etc.

MATERIALS

Activity 1: Use the 2 accompanying pictures of Juan's and Lupe's families, the vacant house from Spanish Support Activity for Lesson 41, chalk, tape, and Blink.

Activity 2: Use the 2 family pictures from Activity 1, Manuel's family picture from Lesson 41, a pencil, Blink, and Wink.

Activity 3: Prepare a box of old clothing for pupils to dress up as father, mother, grandfather, etc.; use Blink.

1. SMALL AND LARGE

Display the accompanying pictures of Juan's and Lupe's families, and a vacant house. Ask about the size of Juan's family. Have Blink count with the class and model the response.

T: /pointing to Juan's family/ Is Juan's family large?
B&C: One, two...six.
B: Yes, it is. Juan's family is large.
B&C: Yes, it is. Juan's family is large.

Repeat with Lupe's picture using small. Then ask, "Is Lupe's family as large as Juan's?" Have Blink model the answer No, it isn't. Lupe's family isn't as large as Juan's.

T: Is Lupe's family as large as Juan's?
B: No, it isn't. Lupe's family isn't as large as Juan's.
B&C: No, it isn't. Lupe's family isn't as large as Juan's.

Continue, asking if Juan's family is as small as Lupe's. Then, tape the three pictures on the chalkboard in the following order from left to right with much space between each: empty house, Lupe's family, Juan's family. With chalk, write 0, 3, and 6 above the corresponding pictures and the missing numerals in between. Have a pupil fill in the missing groups of one, two, four and five members with chalk stick people.

2. AS SMALL AS

Display the two pictures from Activity 1 along with Manuel's picture from Lesson 41. Help the class ask Blink if Manuel's family is as small as Lupe's. After Blink counts the members in each family, have him explain that they are the same size and that both of the them are small.

T&C: Is Manuel's family as small as Lupe's?
B: /after counting the members/ They're the same size. Both of them are small.

Continue, having Wink and the girls question Blink and the boys about any two of the three pictures at a time. Use the same question with large as well as small and guide the responses. Then have Blink and the boys ask the question and Wink and the girls answer.

Write the number in each family in pencil on each picture and ask if Manuel's family has as many people as Lupe's. Have Blink model the response.

T: Does Manuel's family have as many people as Lupe's?
B: /modeling response/ Yes, it does. It has the same number of people.
B&C: Yes, it does. It has the same number of people.

Continue, comparing Manuel's and Juan's families as Blink models No, it doesn't. It has a different number of people.

3. PRETEND FAMILIES

Using old clothes for "dress up", have several pupils pretend they are a family and several others pretend they are another family. Help the class compare the two families, asking questions from Activities 1 and 2 and having Blink help in the responses.

T: /to class/ Is (Tony)'s family as (large) as (Sue)'s?
B&C: No, it isn't. (Tony)'s family isn't as (large) as (Sue)'s.
T: /to class about same families/ Does (Tony)'s family have as many people as (Sue)'s?
B&C: No, it doesn't. It doesn't have as many people.

Continue the questioning, using small and reversing the order in mentioning the families. Repeat, choosing other families of varying or same sizes.

TAKE-OFF IDEAS

*Have several pupils lie down on paper. Trace around them. Have the class color and cut out the figures, making them look like mother, father, grandfather, grandmother, etc. Display and discuss.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 45

REVIEW

LINGUISTIC FOCUS - REVIEW

Asking and answering questions about the identity of family members
Using the inflected genitive as in Rosa's mother and Rosa's
Using same and different as adjectives before nouns
Using comparative with as many (parents) as and as (large) as

CONCEPTUAL FOCUS - REVIEW

Identifying members of nuclear and extended families
Identifying members of a household
Demonstrating one-to-one correspondence of family members
Comparing and identifying characteristics of families
Identifying families as being as large as or as small as other families
Writing numerals 2-6
Ordering sets of two-six

MATERIALS

Activity 1: Use the accompanying cutouts of Jane, her parents and two brothers, Pablo's family cutouts from Lesson 42, the accompanying cutouts for his grandparents, and tape.

Activity 2: Use the accompanying cutouts of Jane's grandparents, all cutouts from Activity 1 except Jane's and Pablo's sisters and brothers, and chalk.

Activity 3: Use the pictures of five families from Lesson 41 and the accompanying picture of Juanita's family, tape, and a pencil.

1. TWO FAMILIES

Draw two houses on the board. Tape cutouts of Jane, her parents, and brothers in one and Pablo, his parents, grandparents and sister in the other. Divide the class in two groups. Introduce Jane and have Group 1 ask Group 2 if she has brothers and then sisters while a volunteer touches the cutouts.

T: This is (Jane).
G1: Does (Jane) have any (brothers)?
G2: /as V touches cutouts/
(Yes). She (has) (two) (brothers).

Continue, using Pablo and his sister and with Group 2 as questioners. Then, ask pupils to identify the grandparents.

T: /referring to one at a time/
Who's this?
V1: That's the (grandfather).
T: Who are they?
V1: They're the (grandparents).

Continue using children and parent(s).

2. COMPARING FAMILIES

On the floor draw with chalk three large squares to represent houses. Pass out cutouts of Jane's grandparents and the cutouts of Jane, Pablo, their parents and grandparents and have these pupils pretend to be the cutouts. Have Jane's grandparents sit in one house, Jane and her parents in another and Pablo and his family in the third. Identify Jane and her parents and have the boys question the girls.

T: This is Jane. These are Jane's parents.
Bs: Do they live in the same house?
Gs: Yes, they do. They live in the same house.

Repeat with Pablo's family and help the girls ask the boys the question. Touch Jane's mother, have her stand and guide the class to identify her.

C: /as T touches Jane's mother/
That's Jane's mother..

Repeat with Pablo's mother. Then have them both sit down. Continue with the fathers and both grandparents. Then have Jane and Pablo leave their houses and stand next to each other. Have the like family members, such as the two mothers, go in pairs to form parallel lines behind Jane or Pablo. Ask a volunteer if all the people belong to the same family. Then help the class ask another volunteer if one family has as many parents or grandparents as the other.

T: Do all of these people belong to the same family?
V1: No, they don't. Some of them belong to Jane's family. Some of them belong to Pablo's.
T&C: Does Jane's family have as many (parents) as Pablo's?
V2: Yes, it does. It has the same number of (parents).

3. FAMILY SIZES

Tape on the board the five family pictures from Lesson 41 and the accompanying picture of Juanita's family. Divide the class in two groups. Have two volunteers come up and each point to a family. Help Group 1 ask Group 2 questions comparing the size of the two families. Repeat six times, with Group 2 asking half of the questions.

T&G1: /as Vs point to families/
Is (Rosa)'s family as (small) as (Manuel)'s?
G2: No, it isn't. (Rosa)'s isn't as (small) as (Manuel)'s.

Have pupils, one at a time, come to the board, count the members of a family and write the numeral on the picture while telling the class the number of people. Then, have a volunteer order the pictures of families.

P1: /counting and printing numeral/
One...(four).
This family has (four) people.

SUGGESTED FIELD TRIP

Arrange a visit to a local library. Locate several books containing pictures of different types of families. Show the pictures and have pupils identify and classify the members.

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying clothes and food
- Generalizing that all families need clothes, food and housing
- Identifying the empty set and numerals 0, 7, 8, 9
- Classifying and grouping items by finding common attributes
- Matching pictures of raw food with pictures of prepared food
- Observing that houses differ in size, shape, and materials they are made of

MATERIALS:
- Activity 1: Prepare 7 magazine cutouts of heavy and light clothing; use the family pictures of Rosa from English Lesson 41 and Lupe from English Lesson 44 and the summer and winter pictures from English Lesson 46, tape, and chalk.
- Activity 2: Use the pictures, except tomatoes, from English Lesson 47 and chalk.
- Activity 3: Use the pictures from English Lesson 48, and chalk.
- Activity 4: Use the house pictures from Lesson 49, paper and pencils.

1. LA ROPA (to accompany lesson 46) CLOTHING

Coloque en un extremo de la pizarra la familia de Rosa y una lámina de invierno al lado. Coloque en el otro extremo la familia de Lupe y la lámina de verano. En el centro pegue siete recortes de ropa fresca y abrigada. Dibuje un círculo alrededor de la ropa. Cuente con los niños los miembros del conjunto. Pida que escriban el numeral correspondiente en un papel. Permita a algunos niños que escojan la ropa que necesitan las familias de Rosa y Lupe colocándola debajo de cada familia. Haga observar que todas las familias necesitan ropa. Cuenten de nuevo los miembros de cada conjunto. Escriban el numeral correspondiente. Identifique el conjunto vacío. Dé su nombre. Pregunte qué es. Escriban el numeral 0.

Place Rosa's family at one end of the board with the winter picture beside it. At the other end, place Lupe's family and the summer picture. In the center, tape seven cutouts of light and heavy clothing. Draw a circle around the clothes. With the class count the members of the set. Ask everyone to write the corresponding numeral on a piece of paper. Have some pupils select the clothes that Rosa's and Lupe's families need and place the clothes below each family. Point out that all families need clothing. Again count with the class the members of each set. Write the corresponding numeral. Identify the empty set and give its name. Then ask what it is and all write the numeral 0.

2. ALIMENTO (to accompany lesson 47) FOOD

Muestre láminas de papas, cerezas, man-

Show pictures of potatoes, cherries,

zanas, y lechuga. Pregunte que es cada una. Colóquelas en la pizarra. Cuente las láminas, y escriba el numeral 4. Muestre en igual forma láminas de ensalada de papa, de lechuga y tomate, y pasteles de cereza y manzana formando otro conjunto. Llame ocho niños al frente. Ayude la clase a contar los niños. Escriba el numeral 8. Reparta los dibujos de pastel y ensalada entre cuatro niños. Señale al que tiene ensalada de papa. Otro niño buscará la lámina de lo que se usó para hacerla. Proceda igual con la otra ensalada y los pasteles.

apples, and lettuce. Ask what each one is and place it on the board. Count the number of pictures and write the numeral 4. In the same way, show pictures of potato salad, tomato and lettuce salad, and cherry and apple pies, forming another set. Call eight pupils to the front. Help the class count the pupils. Write the numeral 8. Distribute the pie and salad pictures among four pupils. Point out the one that has potato salad. Have another pupil select the pictures of the food used to make the salad. Continue with the other salad and pies.

3. MAS ALIMENTOS (to accompany lesson 48) MORE FOOD

Muestre láminas de leche, chocolate, pollo horneado y pollo frito, naranjas y jugo de naranja. Ayude los niños a que identifiquen lo que muestran. Señale la leche, pregunte a cuáles niños les gusta. Llame hasta nueve de esos niños al frente. Ayude a la clase a contarlos. Pregunte de cuántos miembros consta el conjunto. Escriba el numeral 9. Repita con las demás láminas. Pregunte si a todos los niños de la clase y si a todas las familias les gustan los mismos alimentos. Permítales expresar qué alimentos prefieren. Pregunte si todas las familias necesitan alimentos.

Show pictures of milk, chocolate milk, baked and fried chicken, oranges and orange juice. Help the students identify the pictures. Point to the milk and ask which pupils like it. Have up to nine of those pupils come to the front. Help the class count them. Ask how many members are in the set. Write the numeral 9. Repeat with the rest of the pictures. Ask if all the pupils in the class and if all families like the same foods. Allow pupils to tell what foods they like. Ask if all families need food.

4. LAS CASAS (to accompany lesson 49) HOUSES

Muestre láminas de casas de madera, de ladrillos y un edificio de apartamentos de concreto. Explique qué es cada uno de ellos. Pregunte para qué se usan. Reparta papel y lápices. Pida que dibujen la casa en donde viven. Pregunte cuáles viven en apartamentos. Hágalos que se paren al frente. Ayude a contar sus dibujos. Coloque diez de ellos en la pizarra. Pregunte cuántos contiene ese conjunto. Escriba el numeral correspondiente. Proceda igual con los dibujos de casas para una sola familia. Pregunte cuáles de ellos no necesitan casa. Diga que cero niños no necesitan casa. Es el conjunto vacío. Escriba el numeral 0. Hágales observar que toda familia necesita casa, ropa y alimento.

Show pictures of wooden and brick houses and a concrete apartment building. Explain what each one is. Ask what they are used for. Pass out papers and pencils. Ask the class to draw the house they live in. Ask which live in apartments and have them stand up in front. Help count their pictures. Place ten of them on the board. Ask how many are in that set and write the corresponding numeral. Repeat with the single-family houses. Ask how many of them don't need houses. Say that zero pupils don't need houses; it's the empty set. Write the numeral 0. Have them observe that all families need shelter, clothing and food.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 46

Review	LINGUISTIC FOCUS	Introduce
Those are (____) clothes. (Some, All, None) of them are (____).		Do you need light clothes or heavy clothes in (winter)? (I) (need) (heavy) clothes in (winter). All families need clothes.
zero, set; clothes; family		summer, winter light, heavy; empty

LINGUISTIC COMMENTARY

Typical language problems are: confusion or loss of do and does; confusion of simple and -s form of verb, as need for needs and needs for need; and substitution of "sohma" for summer and "weanta" for winter.

Review	CONCEPTUAL FOCUS	Introduce
Identifying sets of one-seven		Identifying light and heavy clothes Classifying clothing by light clothes for summer and heavy clothes for winter Generalizing that all families need clothes Discriminating light from heavy clothes Identifying the empty set Identifying numeral 7

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty generalizing that although clothing needs vary from season to season and person to person, all people need clothing.

MATERIALS

Activity 1: Use several items of heavy and light clothes, the accompanying pictures of summer and winter, Wink and Blink.

Activity 2: Prepare 14 magazine cutouts of heavy and light clothing; use the 7 clothing cutouts from Spanish Support Activity for Lesson 46, tape, chalk, and Wink.

Activity 3: Use 7 magazine cutouts of heavy clothing and 7 of light clothing from Activity 2, chalk, and tape.

1. WINTER AND SUMMER NEEDS

Place a set of light and a set of heavy clothes on a table. Ask Wink and the class about each set.

T: /touching one set at a time/ Are these light or heavy clothes?
W: Those are (light) clothes.
C: Those are (light) clothes.

Display and identify the accompanying pictures of summer and winter. Ask the class which type of clothes Wink's family needs in summer. Have Blink model the response.

T: /refers to pictures in order/ This is summer. This is winter, /referring to summer pic. only/ Does Wink's family need light or heavy clothes in summer?
B: Wink's family needs light clothes in summer.
C: Wink's family needs light clothes in summer.

Continue with the winter picture. Then ask groups about their own clothing needs. Use Blink to help them respond with We need... Repeat the dialog asking individuals about their family's clothing needs, with Blink guiding them to respond, "My family needs..." Then ask if all families need clothes. Have Blink model the response.

T: Do all families need clothes?
B: Yes. All families need clothes.
B&C: Yes. All families need clothes.

2. THE EMPTY CIRCLE

Draw seven large circles on the board. Leave the first circle empty, and tape in the other circles, in order, from one to six magazine cutouts of clothing. In some place all summer clothes, in some all winter clothes, and in others a mixture of both. Point to the circle with six articles, ask what set it is and if all in that set are winter clothes. Use Wink to model responses. As each set is identified, write the corresponding numeral.

T: /pointing to circle with 6 items/ How many clothes are in that set?
W&C: One,...six. It's a set of six.
T: /after writing 6 under the set/ Are all of those winter clothes?
W&C: No. Some of them are summer clothes.

Continue with other circles except the empty one. Then ask about the number of articles in the empty circle and use Wink to model the response.

T: /pointing to the empty circle/ How many clothes are in that set?
W: Zero. That's the empty set.
W&C: Zero. That's the empty set.
Teacher writes 0 below empty circle.

3. SEVEN, 7

Tape up seven magazine cutouts of heavy clothes on one side of the chalkboard, seven of light clothes of the other side, and the summer and winter pictures from Activity 1 in between. Guide a pupil to point to either season picture. Help the girls ask the boys if they need light or heavy clothes in the season pointed to. Guide the boys to point to the appropriate set of cutouts.

Gs: /as pupil points to season pic. and with teacher's help/ Do you need light clothes or heavy clothes in winter?
Bs: /pointing to appropriate cutouts/ We need heavy clothes in winter.

Repeat with the other picture. Then point to either set of cutouts and ask what set it is. Write 7 near the set.

T: /pointing to one set of clothes/ What set is it?
C: One,...seven. It's a set of seven.
Teacher writes 7 near the set.

Repeat with the other set. Then have individuals ask and answer the questions as they point to pictures.

TAKE-OFF IDEAS

*Collect cutouts of summer and winter clothes and guide pupils to put them together in groups. Question the pupils about the groups they made.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 47

Review	LINGUISTIC FOCUS	Introduce
(Those) (are) (____). Do you like (____)? Yes, I do. No, I don't. zero empty		Which do you like better, (apple pie) or (cherry pie)? I like (apple pie) better than (cherry pie). (Apples) are good. potato, apple, cherry, tomato; lettuce salad, pie good, better; than

LINGUISTIC COMMENTARY

Typical language problems are: use of more with better; addition of plural s to first noun in noun-noun combinations as in potatoes salad; substitution of "apo" for apple and "sherry" for cherry.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating preference Identifying the empty set		Identifying foods Identifying numeral 8 Matching pictures of raw food with prepared food Grouping items by preference

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty recognizing the relationship between a raw, unprepared food and the same food when it is prepared; understanding that individual preferences vary.

MATERIALS

Activity 1: Use the accompanying pictures of potatoes, cherries, apples, lettuce, and tomatoes, Wink, Blink, and chalk.

Activity 2: Use the accompanying pictures of cherry pie, apple pie, potato salad, lettuce and tomato salad, the pictures from Activity 1, and Blink.

Activity 3: Use the pictures from Activities 1 and 2, a table, tape, and chalk.

1. LIKE AND DISLIKES

Place pictures of potatoes, cherries, apples, lettuce, and tomatoes on the chalk ledge. Ask about the potatoes and have Blink model the name. Ask Wink and Blink if each like potatoes. Have each respond negatively. Then have the class count the number who like potatoes. Record the zero and have the class tell what set it is.

T: /referring to potatoes/ What are those?
B: Those are potatoes.
B&C: Those are potatoes.
T: /to Wink and Blink/ Do you like potatoes?
W: No, I don't.
B: No, I don't.
T: /to class, referring to W and B/ How many like potatoes?
T&C: Zero.
T: /records 0 and asks/ What set is that?
C: Zero. The empty set.

Repeat with the picture of apples, using Blink and Wink to model Yes, I do. Apples are good. Make a mark over the picture as each affirmative response is given. Next, continue with all the pictures, having the pupils respond. Stop after eight affirmative responses are recorded for any item and guide volunteers to write the corresponding numeral for each set.

2. THE "BETTER THAN" GAME

Place pictures of cherry pie, apple pie, potato salad, and lettuce and tomato salad next to the pictures from Activity 1. Ask about each set of two items and have Blink model the replies.

T: What are those?
B: Those are (cherries).
B&C: Those are (cherries).
T: What's that?
B: That's (cherry pie).
B&C: That's (cherry pie).

Have pupils form a standing row of eight and guide the class to identify the number of pupils in the set. Remove the pictures from Activity 1, then as you point to the two pie pictures, ask Blink which he likes better.

T: /to Blink pointing to two pictures/ Which do you like better, apple pie or cherry pie?
B: I like (apple pie) better than (cherry pie).

Next, ask the first pupil in the row the question, aiding the response. Then have that pupil ask the pupil behind him. Continue down the row. Repeat with other groups, substituting the two kinds of salad in the dialog.

3. WHAT GOES WITH YOURS?

Place the pictures from Activity 1 on one side of a table, and the new pictures from Activity 2 on the other side. Have individuals select a picture of a food they like from Activity 1 and identify it. Guide the class to ask the pupil if he likes that item. Have the pupil select a picture from Activity 2 as you point to that set and ask, "Which of these pictures goes with your picture?" Have the class ask the pupil which item he likes better.

P1: /selecting picture of cherries/ These are cherries.
T&C: Do you like cherries?
P1: Yes, I do.
T: /pointing to the Act. 2 pictures/ Which of these pictures goes with your picture?
Pupil 1 selects cherry pie.
T&C: Which do you like better, cherry pie or cherries?
P1: I like cherries better than cherry pie.

Tape up the pictures in groups of "likes" and "likes better". Repeat the procedure with seven other pupils. Remind the class that one group of pictures is food that some of them like and the other group is food some of them like better. Count each set and guide a volunteer to write the corresponding numeral by each set.

TAKE-OFF IDEAS

*Collect raw and prepared food items and have the class experiment grouping items together in different ways.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 48

Review	LINGUISTIC FOCUS	Introduce
Do you like to (____)? Do you like (____)? Yes, (I) do. No, (we) don't. I like (____) better than (____). food		Do you like oranges better than orange juice? Yes. I like oranges better. us eat, drink orange; milk orange juice; chocolate milk fried chicken; baked chicken

LINGUISTIC COMMENTARY

Typical language problems are: confusion in word order in noun modifiers, as chicken fried for fried chicken; loss of to and of in like to eat and all of us; confusion in pronunciation of eats and its; and substitution of "use" for juice, "shicken" for chicken, "shocolate" for chocolate.

Review	CONCEPTUAL FOCUS	Introduce
Matching items by finding common attributes Demonstrating preference		Generalizing that all families need food Identifying numeral 9

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty recognizing the relationship between a raw, unprepared food and the same food when it is fried, baked, processed as juice, etc.

MATERIALS

Activity 1: Use the accompanying pictures of oranges, orange juice, a person eating an orange, and a person drinking orange juice, tape, Wink and Blink.

Activity 2: Use the pictures of milk, chocolate milk, baked chicken, and fried chicken, and Wink.

Activity 3: Use the food pictures from Activities 1 and 2, chalk and tape.

1. ORANGES AND ORANGE JUICE

Tape up the pictures of someone eating an orange and someone drinking orange juice, and place apart on the chalk tray the pictures of oranges and orange juice. Point to the oranges and read the label for and then with the class. Ask the class about the oranges and have Wink model the responses. Then have Wink match the oranges with the "eating" picture. Next, ask the puppets if they like to eat oranges. Guide the class to repeat the question. Have Wink respond affirmatively, and Blink negatively.

T: /pointing to picture of oranges/ What are those?
W: They're oranges.
W&C: They're oranges.
T: Which picture goes with that one?
W: /taping oranges near eating pic./ This one.
T: /asking both puppets/ Do you like to eat oranges?
T&C: Do you like to eat oranges?
W: Yes. I like to eat oranges.
B: No. I don't like to eat oranges.

Point to the juice picture as you read the label for and then with the class. Repeat the dialog substituting drink for eat and orange juice for oranges. Guide the class to ask Wink which item she likes better.

T&C: Do you like oranges better than orange juice?
W: Yes. I like oranges better.

Repeat the last dialog with individuals asking and answering the question.

2. FAMILIES NEED FOOD

Display pictures of milk, chocolate milk, baked chicken, and fried chicken. Read the milk labels for and with the class. Ask Wink and the class about each item. Ask several pupils if they like one of the items. Accept negative as well as affirmative replies.

T: What's that?
W&C: That's (chocolate milk).
T: Do you like (fried chicken)?
Pl: (Yes). I (like) (fried chicken).

Identify all the items as being food and have the class repeat. Then ask Wink if everybody likes to eat the same food. Have the boys repeat the question and the girls the response.

T: /to Wink/ Do all of us like the same food?
T&Bs: Do all of us like the same food?
W: No, we don't.
W&Gs: No, we don't.

Ask Wink if all families need food. Have the girls repeat the question and the boys the response.

T: Do all families need food?
T&Gs: Do all families need food?
W: Yes. All families need food.
W&Bs: Yes. All families need food.

Have the boys ask the last question.

3. SHOWING PREFERENCE

On the board tape the pictures of food from the first two activities. Have the class identify them, then guide the class to ask one pupil at a time if he likes an item. Record affirmative answers with a mark over the picture. Continue until all pupils have responded and one item has nine marks. Ask what set each is and write the corresponding numerals. Next ask if everybody likes the same things.

C: /as teacher points/ (Those) (are) (oranges).
T&C: /after all items are identified/ Do you like to (eat) (oranges)?
Pl: (Yes), I (do).
T: /after all have responded and affirmatives have been recorded/ What set is it?
C: One,...(nine). It's a set of (nine).
T: /after all sets are identified and the numerals written/ Do all of us like the same food?
C: No, we don't.

TAKE-OFF IDEAS

*Collect pictures of different kinds of foods from around the world. Discuss the pictures with the class and group them in different ways.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 49

Review	LINGUISTIC FOCUS	Introduce
How many families (___)? Do all families (___)?		What kind of (house) is it? It's (a) (wooden) house. It's made of (wood). All families need (houses) to (live in).
house, food, clothes; people live, eat; need all; same, different		brick, wood, concrete wooden; one-family, apartment wear

LINGUISTIC COMMENTARY

Typical language problems are: loss of pronoun it, as in Is made of wood for It's made of wood; substitution of house in which to live in for house to live in; substitution of house of wood, house of brick, for wooden house, brick house, and "aparmen" for apartment.

Review	CONCEPTUAL FOCUS	Introduce
Identifying the empty set Generalizing that all families need food and clothing		Observing that houses differ in size, shape, and materials they are made of Identifying houses using one variable at a time such as number of families housed Generalizing that all people need housing Identifying numeral 10

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that some shelters may house many families while others only house one family, or may be empty.

MATERIALS

Activity 1: Use the accompanying pictures of a concrete apartment house, brick house, and wooden house, Wink, Blink, tape, and chalk.

Activity 2: Use the pictures of houses from Activity 1, the pictures of food from Lesson 47, and the magazine cutouts of clothes from Lesson 46, Wink and Blink.

Activity 3: Use the pictures of houses from Activity 1, and chalk.

1. WHAT KIND OF HOUSE IS IT?

Tape the accompanying pictures of a concrete apartment house, a brick one-family house and a wooden one-family house to the chalkboard. Identify each as a type of house, telling what it's made of. Ask Wink what kind of house each is. Have the class repeat each statement.

T: That's (an) (apartment house). It's made of (concrete).
T&C: That's (an) (apartment house). It's made of (concrete).
T: /to Wink/ What kind of (apartment house) is it?
W: It's a (concrete) (apartment house).
T&C: It's a (concrete) (apartment house).

Draw a stick figure family near each one-family house and several families near the apartment house. Draw lines to connect the families with their houses. Point to the brick house, helping the class ask Blink how many families live in that house. After Blink responds, help the class say, "It's a one-family house."

T: /to B while pointing/ How many families live in that house?
T&C: How many families live in that house?
B: One family.
T: It's a one-family house.
T&C: It's a one-family house.

Continue with the other houses, guiding one group of pupils to ask the question and another group to answer. Substitute apartment house for one-family house where appropriate. Repeat having different groups question.

2. WHAT FAMILIES NEED

Show the pictures from Activity 1. Divide the class in two groups. Have Group 1 ask Group 2 the questions. Have Wink model the questions and Blink the responses.

W: Do all families live in the same kind of house?
W&G1: Do all families live in the same kind of house?
B: No. Families live in different kinds of houses.
B&G2: No. Families live in different kinds of houses.
W: Do all families need houses?
W&G1: Do all families need houses?
B: Yes. All families need houses to live in.
B&G2: Yes. All families need houses to live in.

Repeat having Group 2 ask the questions, using people. Next, show pictures of houses, food, and clothing and ask what things families and then people need. Aid the responses, using houses to live in, food to eat, clothes to wear.

T: /pointing to each picture in turn/ What things do (families) need?
C: (Families) need (houses) to (live in).

3. FAMILY SETS

Draw pictures of eleven families, ten near the picture of the concrete apartment house, one near the brick house, and no families near the wooden house. Draw lines between the families and houses, leaving the wooden house empty. Point to each house asking what kind of house each is and how many families live in each. Have the class identify each set of families in each house. Write the numeral of each set.

T: /pointing to each house/ What kind of (house) is that?
T&C: It's a (concrete) house.
T: How many families live in that (house)?
C: /counting with teacher's help/ (Ten).
T: What set is it?
Teacher writes 10.
C: (Ten). It's (a set of ten).

Repeat with the other combinations of families and houses.

TAKE-OFF IDEAS

*Collect all the pictures used in the Lesson. Give the children practice in grouping them in different ways.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 50

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 5 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 5. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 50 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Using expressions of mass quantity: none, any, some, all
Using comparative with as many (--)..as and better than
Identifying sets of zero and six-ten
Using inflected genitive as Manuel's and Rosa's family

INCLUDED CONCEPTS

Identifying sets of zero and six-ten
Comparing quantities of objects
Identifying and discriminating types of foods
Identifying houses using one attribute at a time such as number of families housed
Demonstrating preference
Describing basic needs

MATERIALS

Activity 1: Use a picture of 2 tomatoes and 4 cherries, another of 5 oranges and 3 apples, another of 7 cherries and 3 apples, another of 6 tomatoes and 1 orange, 2 empty sheets of paper and 6 chairs.

Activity 2: Use the accompanying pictures of brick, wooden, and brick apartment houses, the 3 house pictures from Lesson 49, the 5 pictures of families from Lesson 41, the picture of Juanita's family from Lesson 45, pictures of food from Lessons 47-48, tape and chalk.

Activity 3: Use the food and shelter pictures from Activity 2, the magazine clothes cutouts from Lesson 46, tape and chalk.

1. WHAT SET?

Place six chairs in front of the class. On each place either one of the accompanying food pictures, or a blank sheet of paper, face down. Have a pupil stand by each chair. Have a pupil look at his picture. Tell the class to ask him what set he has. Before he responds, have him show his paper to the class and count the items.

T: /to class/
Ask (Juan) what set he has.
C: (Juan), what set do you have?
P1: One...(six). I have a set of (six).
T: Ask (Maria) what set she has.
C: (Maria), what set do you have?
P2: Zero. I have the empty set.

Continue until all six pupils have answered. Then have a volunteer ask another to compare the number of cherries in two of the pictures.

T: /pointing to two pupils in front/
Ask (Jose) if (Juan) has as many cherries as (Pedro).
V1: (Jose), does (Juan) have as many cherries as (Pedro)?
V2: No, he doesn't. (Juan) has four cherries and (Pedro) has seven.

Continue comparing the number of any two items. Vary the activity by telling volunteers, "Ask (Pepe) if (Carlos) has any (apples)," and, "Ask (Juan) if all of those are (oranges)."

2. HOUSES AND FOOD

Tape up the three accompanying house pictures and the three house pictures from Lesson 49. On a table place the food pictures from Lessons 47 and 48. Give a family picture to each of six pupils and have them pretend to belong to the pictured family. Have each stand by a house. Ask a volunteer about the house a pictured family lives in. Then have volunteers ask a pupil "family" member what kind of house he lives in.

T: Does (Rosa)'s family live in a one-family house or an apartment house?
V1: (Rosa)'s family lives in a one-family house.
T: (Al), ask (Sue) if she lives in a (wooden) house or a (brick) house.
V2: (Sue), do you live in a (wooden) house or a (brick) house?
P1: I live in a (wooden) house.

Continue with the other pupils. Then, have each pupil choose two pictures of food and return to his "house". After each pupil identifies his food, have volunteers ask each one which of his two foods he likes better.

T: Ask (Jose) which he likes better, (fried chicken) or (apple pie).
V3: Which do you like better, (fried chicken) or (apple pie)?
P2: I like (apple pie) better than (fried chicken).

3. ANSWER TIME: FAMILY NEEDS

On the chalk ledge place the pictures of food, clothing, and shelter. Call on pupils to identify each picture and tell what each is used for. Encourage the children to be specific.

T: /holding up picture/
What's this a picture of?
P1: A house.
T: What kind of house is it?
P1: It's a wooden house.
T: What's a house used for?
P1: To sleep in.

After all the pictures are identified, guide the class to group the pictures into three lists: food, clothing, and shelter by pointing to the like items asking, "Are these pictures alike?" Then ask, "Why are they alike?" Label each group with the appropriate word, identifying the word. Then ask, "What kinds of things do families need?" Point to each group after the class responds.

TAKE-OFF PROGRESS CHECK

*Show several books containing pictures of different types of houses with families. Have pupils take turns identifying the family members and the house types. Then, have pupils tell how many members are in a family and have volunteers write the corresponding numerals.

RECORD SHEET - LESSON 50

Following is a list of the main structures checked in Lesson 50. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
I have the empty set.	𝍸 𝍸	𝍸	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1. I have the empty set.				
Does (Juan) have as many (--) as (Sue)?				
(Yes/No), (he) (does/doesn't).				
(Jose) has (two) (--).				
Does (Sue) have any (--)?				
(Jo) doesn't have any (--).				
Are all of those (--)?				
2. (Rosa)'s family lives in a (one-family) house.				
Do you live in a (wooden) house or a (brick) house?				
I live in a (concrete) house.				
Which do you like better, (--) or (--)?				
I like (--) better than (--).				
...(Rosa)'s family				
...(fried) (chicken)				

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
41	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
42	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
43	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
44	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
45	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
46	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
47	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
48	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
49	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
50	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 6 - OVERVIEW

The first grade child soon discovers that many school activities require him to know the difference between left and right! In addition to directions, space, time and speed relationships are often used in first grade games, assignments, etc. In order to meaningfully participate in School activities, the Spanish-speaking child needs to understand and use questions and statements in English concerning such relationships.

LINGUISTIC FOCUS

Unit Six contains questions and answers providing the pupils practice in:

- USING EXPRESSIONS OF DIRECTION AND LOCATION
- USING SINGULAR POSSESSIVE PRONOUNS AS HERS, MINE, HIS
- USING EXPRESSIONS OF MEANS WITH IN, ON, BY
- USING AS---AS, -ER THAN, -EST COMPARING ADJECTIVES AND ADVERBS
- USING ORDINAL NUMBERS FIRST THROUGH SEVENTH
- USING IT AS SUBJECT PRONOUN AND AS PSUEDO-SUBJECT

CONCEPTUAL FOCUS

Unit Six contains activities which are basically designed to help the first grade child with the following:

- IDENTIFYING AND NAMING DIRECTIONS, RELATIVE POSITIONS, DISTANCES
- COMPARING LENGTHS, HEIGHTS, SIZES, AND DISTANCES
- USING A SIMPLE MAP
- IDENTIFYING BASIC LAND AND WATER TYPES
- IDENTIFYING THE GLOBE AS A REPRESENTATION OF THE EARTH
- SEQUENCING ACTIONS BY DESCRIBING WHAT HAPPENS FIRST, SECOND, THIRD
- IDENTIFYING POSITIONS OF OBJECTS USING FIRST, SECOND, THIRD, ETC.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying, demonstrating and naming movements of direction such as up, down, left, right, straight ahead
- Identifying the relative positions close to and far from
- Discriminating distances between objects and people and the length of lines between drawings
- Describing the relative location of objects in the classroom
- Describing lengths by direct and indirect comparison
- Relating location of the school to pupils' homes
- Discriminating between the length of time needed to cover a short distance and that needed to cover a longer distance

MATERIALS:
- Activity 2: Prepare the accompanying cutouts of classroom objects; use a cardboard box, tape, and Rosa's cutouts from Spanish Support Activity for Lesson 41.
- Activity 3: Prepare 3 colored strips of paper of different sizes; use paper and pencil for each child, and chalk.
- Activity 4: Use the accompanying pictures of the school, and school bus, and several house pictures from Activity 3.

1. LOS TRENES (to accompany lesson 51) THE TRAINS

Practique con los niños unos cuantos ejercicios poniendo los brazos o un pie arriba o abajo así como la cabeza mirando arriba y abajo alternativamente. Permita a un niño o grupos que den las indicaciones. Forme dos filas de niños que serán trenes. Algunos otros niños indicarán a los trenes las direcciones que deben seguir. Mientras un tren camina, el otro estará parado y observando. Guíelos para que usen Crucen a la derecha, A la izquierda, Sigan recto y Paren. Pregunte al grupo que observa que movimiento hizo el otro tren. Alterne el grupo que actúa.

Practice several exercises having pupils put their hands or a foot up or down, and alternate looking up and down. Allow a pupil or groups to give the directions. Form two lines of pupils to be trains. Have other pupils tell the trains the directions that they should follow. While one train is moving, have the other stand still and observe. Guide them to use Turn to the right, To the left, Go straight ahead and Stop. Ask the observing group what movement the other train made. Alternate the group which moves.

2. LA SALA DE CLASE (to accompany lesson 52) THE CLASSROOM

Ayude a los niños a representar la

Help the pupils depict the classroom

clase. Use una caja de cartón. Coloque en los lados recortes de ventanas y puertas, representando las que haya en cada pared. Un niño colocará la silla y otro la mesa que se acompañan, cerca y lejos de la puerta respectivamente. Pregunte dónde están. Haga que usen cerca y lejos en la respuesta. Reparta los recortes de la familia de Rosa para que los coloquen en diferentes sitios. Pregunte dónde está cada cosa para que los niños describan la distancia entre dos objectos.

using a cardboard box. On its sides tape cutouts of windows and doors to represent those which are on each wall. Have one child place the accompanying chair and another the table near and far from the door respectively. Ask where they are. Have them use near and far in the answer. Hand out the cutouts of Rosa's family so that the pupils may put them in different places. Ask where each item is, having the children describe the distance between the two objects.

3. LAS CASAS DE LOS NIÑOS (to accompany lesson 53) THE CHILDREN'S HOUSES

Muestre tres tiras de diferente color y tamaño. Pida a dos niños que sostengan cada tira por un extremo. Haga que observen y digan cuál es más larga y cuál más corta. Después de compárarlas guíelos para que deduzcan que no hay dos iguales. Reparta hojas de papel y lápices. Pida a los niños que dibujen su casa. Dibuje la escuela en la pizarra. Coloque las casas en lugares que representen donde se encuentra la de cada niño. Corte las tiras al tamaño de la distancia entre la escuela y cada una de tres casas. Compárelas preguntando cuál casa está más lejos o más cerca.

Show three colored strips of paper of different lengths. Ask two pupils to hold each by its end. Have them observe and tell which is longer and which is shorter, and guide the pupils to deduce that they are not the same. Pass out sheets of paper and pencils. Ask the pupils to draw their house. Draw the school on the board. Place the houses in positions that represent the locations of the pupils' real homes. Cut the strips of paper to the length of the distances between the school and each of the houses. Compare them and ask if a certain house is closer to or farther from the school.

4. EL AUTOBUS (to accompany lesson 54) THE BUS

Agrupe varias sillitas para formar una escuela. Coloque la lámina apropiada en una de ellas. En forma similar forme varias casas a diferentes distancias de la escuela. Sitúe un niño en cada casa. Represente un autobús con un niño sosteniendo la lámina que se acompaña. Pregunte a los niños cuál casa está más cerca, cuál más lejos y cuáles a igual distancia de la escuela. Díga al autobús para dónde debe cruzar para pasar a cada casa a recoger los niños. Cada vez que el autobús pare pregúntele que hizo primero, después y por último. Pregunte cuál niño anduvo más tiempo en autobús y por qué. Compárelo con el que anduvo menos tiempo haciendo que observen que el que vive más lejos tarda más en llegar.

Group several chairs to form a school and place the appropriate picture on one. Similarly, form several houses at different distances from the school. Place a pupil in each house. Form a bus with two lines of pupils. Give the accompanying picture to one "bus pupil". Ask which house is closer, which is farther and which ones are the same distance from the school. Tell the "bus" which turns to make to pick up the pupils. Each time the bus stops, ask the class which turns they made first, next and last. Ask which pupil rode longer and why. Compare his time with the pupil who rode the least time. Have the class observe that the one who lives the farthest takes longer to arrive.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 51

Review	LINGUISTIC FOCUS	Introduce
Go (____). Which (____)? your, his, her and		(Turn) (to the left). Put your (left) (hand) (up). Which (hand) did (he) put (up)? (He) put (his) (left) (hand) (up). Which way did (he) turn? to the (right, left); straight ahead (right/left) hand; (right/left) foot put (up, down); turn

LINGUISTIC COMMENTARY

Typical language problems are: substitution of the for his or her, as in Put up the right hand; use of "putted" for put; loss of did in questions; addition of to with which, as in To which way did he turn?; and substitution of "estraight" for straight.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying, demonstrating and naming movements of direction such as up, down, left, right, straight ahead

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty distinguishing right from left; responding with actions to verbal commands about directions.

MATERIALS

Activity 1: Prepare a word label that says right; use the accompanying picture of a jungle, tape, and Blink.
Activity 2: Use Blink.
Activity 3: Use Blink.

1. IN THE JUNGLE

Divide the class in two groups. Identify the accompanying picture and tell them to pretend they are deep in the jungle, and they must be careful to give each other proper directions so they don't get lost. Take a walk in the "jungle", with Group 1 following you in twos. As you make a turn, tell which way to turn. Help each pair of pupils tell the next pair which way to turn. Include stop in each command.

T: /turning left, to P1&P2/
Turn to the left and stop.
P1&P2: /turning left, to P3&P4/
Turn to the left and stop.
T: /turning right, to P1&P2/
Turn to the right and stop.
P1&P2: /turning right, to P3&P4/
Turn to the right and stop.

Continue including Go straight ahead as a directive. Repeat with Group 2. Choose a volunteer to walk around the "jungle" making various turns. After each turn have him stop. Help Group 1 ask Group 2 which way he turned. Have Blink help Group 2 respond.

T: /after V turns right and stops/
Which way did (he) turn?
T&G1: Which way did (he) turn?
B: /modeling for Group 2/
(He) turned to the (right).
B&G2: (He) turned to the (right).

Continue having other volunteers walk, alone or in small groups, in the "jungle" while Group 2 asks Group 1 or the "walkers" the question.

2. TELL THE ACTION

Demonstrate, and have volunteers demonstrate, up and down. Then have the class show their hands and feet. Read and attach a label saying right on your right hand. Standing with your back to the class, tell which is your right hand, left hand, right foot and left foot. Demonstrate that even when you face the class your right hand is still the same. Explain that this is true of the left also. Divide the class in two groups. Choose a pupil from Group 1 to put his hand or foot up or down. Then help Group 1 tell Group 2 to do whatever the pupil does.

T: /to G2 as P raises left hand/
Put your left hand up.
G1: /with teacher's help/
Put your left hand up.

Guide Group 1 to ask Group 2 about what the pupil did as Blink helps Group 2.

T: Which hand did (he) put up?
T&G1: Which hand did (he) put up?
B: /modeling for Group 2/
(He) put (his) left hand up.
B&G2: (He) put (his) left hand up.

Continue with a different pupil, having Group 2 ask Group 1 the questions.

3. ROUND ROBIN FOLLOW THE LEADER

Have the class line up single file. Explain that each is going to take a turn giving instructions to the class. As each pupil gives a command, the rest of the class will carry it out.

P1: Put your left hand up.
P2: /after class raises left hand/
Turn te the right.
P3: /after class turns to right/
Put your right foot up.

Continue until everyone has given a command. Then divide the class in two groups. Have a pupil in Group 1 silently carry out an action. Then help the rest of Group 1 ask Group 2 the appropriate question, either Which way did (he) turn? or Which (hand) did (he) put (up)? as Blink helps Group 2 reply.

T&G1: /after V turns left/
Which way did (he) turn?
B&G2: (He) turned to the left.

Continue having other members of Group 1 perform an action. Then repeat with Group 2 asking the questions after one of its members performs the actions.

TAKE-OFF IDEAS

*On all the cupboard doors in the room place the words right and left and outlines of right and left hands so pupils can match them with their own hands.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 52

LINGUISTIC FOCUS

Review	Introduce
(It)'s (on) (the desk). (He)'s as (____) as (____). (He) isn't as (____) as (____).	Is (Paul's) line as (long) as (Jo's)? Yes. (His) is as (long) as (hers). Is (Paul) as (close to) the desk as (Mary)?
on draw desk, chair, door, window	far from, close to, from (__) to (__) line long, short his, hers

LINGUISTIC COMMENTARY

Typical language problems are: loss of is; substitution of is no for isn't; confusion of his and hers; confusion of her and hers; substitution of "hees" for his and "chort" for short.

CONCEPTUAL FOCUS

Review	Introduce
None	Identifying the relative positions close to and far from in the classroom Discriminating relative distances between objects and people Discriminating the relative length of lines between drawings Describing the relative location of objects in the classroom

CONCEPTUAL COMMENTARY

A typical conceptual problem is: determining relative distance of objects, and relative length of lines.

MATERIALS

Activity 1: Use the accompanying picture of a tiger, a desk, and Wink.
Activity 2: Use chalk, and Blink.
Activity 3: Prepare a map of the classroom; use the accompanying map as a model, chalk, and Wink.

1. TIGER ON THE DESK

Identify Blink's friend, the tiger, in the accompanying picture and display it on a desk. Tell the class where the tiger is, and then have Wink ask the class about his location. Next, stand close to the desk and then move away, giving your location each time. Have Wink ask about the location of various pupils. Help the class respond.

T: /showing, then placing picture/ This is a tiger. He's on the desk.
W: Where's the tiger?
T&C: He's on the desk.
T: I'm close to the desk. /moving away/ I'm far from the desk.
W: Where's (Janet)?
C: /with teacher's help/ (Janet)'s (close to) the desk.

After identifying the locations of several more pupils, have Wink help a volunteer ask if one pupil is as close to or far from the desk as another. Model the class's reply.

W: /modeling for volunteer/ Is (Paul) as (close to) the desk as (Mary)?
V: Is (Paul) as (close to) the desk as (Mary)?
T: /modeling for class/ No. (Paul) isn't as (close to) the desk as (Mary).
C: No. (Paul) isn't as (close to) the desk as (Mary).

Repeat with other volunteers.

2. THE LONG AND THE SHORT

On the board draw a chair, a window, a door, and a desk various distances apart. Have Blink draw a line between two items. Identify the line. Help the class tell a pupil to draw a line between two more items. Cue the class by pointing to the items.

T: /touching Blink's line/ This is a line. /to P, while pointing to items/ Draw a line from the (chair) to the (desk).
T&C: Draw a line from the (chair) to the (desk).

Continue, labeling each line with the pupil's name. Divide the class in two groups. Help Group 1 ask Blink and Group 2 about the pupils' lines.

T: Is (Paul's) line as (long) as (Jo's)?
T&G1: Is (Paul's) line as (long) as (Jo's)?
B: Yes. (It)'s as (long) as (Jo's).
B&G2: Yes. (It)'s as (long) as (Jo's).

Repeat with <u>his</u>, <u>hers</u> and <u>short</u>. Continue with different pairs drawing and Group 2 asking the questions.

3. WHERE IS IT?

As preparation, draw a map of your classroom on the chalkboard, using the accompanying picture as a model, but placing your desks, door, etc. in their relative positions. Explain that the map is a picture of the room. Point to the map door and then ask a pupil where another map object is. Have him reply with the relative location.

T: /pointing to map door/ Is the (table) far from or close to the door?
P1: It's (far from) the door.

Continue with other objects and pupils. Divide the class in two groups. Have two pupils come up and each draw a line between two classroom features. Print each pupil's name on his line. Have Group 2 ask Group 1 if one line is as short or as long as another. Have Wink help Group 1 if needed.

G2: /with teacher's help if needed/ Is (Al's) line as (short) as (Jo's)?
G1: /with Wink's help if necessary/ Yes. (It's) as (short) as (Jo's).

Continue, using <u>his</u> and <u>hers</u> having Group 1 ask Group 2 the questions.

TAKE-OFF IDEAS

*During the day have pupils compare objects to determine relative length.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 53

Review	LINGUISTIC FOCUS	Introduce
Is (____)? (____) than (____)		Whose (string) is (long)er, (Jo's) or (Pete's)? (Pete's) is (long)er. (His) (string) is (long)er than (hers).
house, school long, short close to his, hers; your, her, my		string farther from whose; yours, mine

LINGUISTIC COMMENTARY

Typical language problems are: substitution of more for -er, as in more long; use of more with -er forms, as in more farther; confusion of your and yours, and my and mine; substitution of the (string) of who for whose (string); addition of the, as in the Joe's is longer; and substitution of "estreeng" for string.

Review	CONCEPTUAL FOCUS	Introduce
Identifying the relative positions closer to and farther from dealing with a simple map		Comparing the length of two strings Relating location of the school to pupils' homes Comparing distances indirectly using two strings

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that distances can be measured and these measurements compared.

MATERIALS

Activity 1: Prepare 1 long and 1 short piece of string, and two boxes, one with a long piece of string, the other with a short piece, the end of which comes out of a small hole in the box; use Wink.

Activity 2: Use the accompanying pictures of the puppets' houses, chalk, Wink, and Blink.

Activity 3: Use string, scissors, tape, and chalk.

1. STRING IN THE BOX

Hold up a string and tell what it is. Then have one pupil hold up a very long piece and another a very short one. Ask the class whose string is longer. Have Wink guide the response.

T: Whose string is (long)er, (Joe)'s or (Pete)'s?
W: (Pete)'s is (long)er.
C: (Pete)'s is (long)er.

Repeat the dialog using shorter. Give each of two pupils a box with a piece of string coming out of a small hole. Divide the class in two groups, and have Wink help Group 1 guess whose string is longer. Compare the strings by having the pupils pull them through the hole, and then hold them up. Have Group 2 ask Group 1 whose is longer. Have Wink model the reply.

W: (Ned)'s string is (long)er than (Bill)'s.
G1: (Ned)'s string is (long)er than (Bill)'s.
G2: /after Ps pull strings and as they hold them together/ Whose string is (long)er, (Ned)'s or (Bill)'s?
W&G1: (Bill)'s is (long)er.

Replace the strings and mix up the boxes. Continue with other pupils, sometimes using shorter.

2. CLOSE TO SCHOOL

Draw a picture of the school on the chalkboard. Put up the two puppets' houses, one close to the school, the other far away. Tell the class the closer house is Wink's, and the farther one is Blink's. Label them with the puppets' names. Divide the class in two groups. Guide Group 1 to ask whose house is closer to and farther from the school. Use Blink to model the response for Group 2.

T: Whose house is (closer to) school, (Wink)'s or (Blink)'s?
G1: Whose house is (closer to) school, (Wink)'s or (Blink)'s?
B: (Wink)'s is.
B&G2: (Wink)'s is.

Move the pictures and repeat the dialog, having Group 2 ask the question. Then, acting as Wink, ask a pupil pretending to be Blink, "Whose house is (closer to) the school, yours or mine?" Guide Blink to answer, "(Mine) is." Then pretend the houses belong to two pupils and relabel them. Use Wink to help Group 1 ask Group 2 if the school is closer to one pupil's house than to another's. Guide Group 2 to respond, using his and hers.

W&G1: Is the school closer to (Al)'s house than to (Jill)'s?
B&G2: Yes. (It)'s closer to (his) than to (hers).

Continue having Group 2 ask the question, and using farther from. Move the pictures after each exchange.

3. HOW FAR?

On the chalkboard draw a school and a few houses of pupils who live close to and far away from school. Label the houses with the pupils' names. Point to two houses and have two volunteers come to the board. Help each measure the distance between a house and the school with string by taping one end to the school, stretching the other end to the house, and cutting and taping it. Compare the lengths. Have a third pupil ask whose string is longer, then whose house is farther from school. Guide the class response.

V3: /as string length is compared/ Whose (string) is (long)er, (Jo)'s or (Pat)'s?
C: (Pat)'s is.
V3: Whose house is (farther from) school, (Phil)'s or (Tom)'s?
C: (Tom)'s is.

Repeat, with other pupils. Then have volunteers question each other using his, hers, your, my, yours and mine. Continue, using Is the school (farther from)(his) house than (from) (hers)?

TAKE-OFF IDEAS

*During art have the class make clay objects. Place the objects on a table and discuss their relative locations.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 54

Review	LINGUISTIC FOCUS	Introduce
as (____) as (____)er than		How does (Blink) come to school? (First) (he) (turns) (right). Does it take (Paul) as long to (walk) to school as it does (Al)? It takes (Ivy) longer than it does (Jo).
turn, go, walk, come left, right, straight ahead		first, then take long

LINGUISTIC COMMENTARY

Typical language problems are: loss of do and does; and inverted word order, as in How comes Ivy to school?; confusion between simple and s forms, as do-does, don't-doesn't; addition of the, as in to the school for to school.

Review	CONCEPTUAL FOCUS	Introduce
Identifying and naming movements of direction such as left, right, and straight ahead		Identifying the sequence of actions in time, using first, then, etc. Discriminating between the length of time needed to cover a short distance and that needed to cover a longer distance Locating home on a map

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding a map as a representation of a real physical area.

MATERIALS

Activity 1: Use the accompanying hat for Wink, and Wini and Blink.
Activity 2: Use chalk and Wink.
Activity 3: Use a large piece of paper, and crayons and Blink.

1. MANY WAYS TO SCHOOL

Label one area of the room as Blink's home and another area as the school. Have the class sit in the "school" area. Put the accompanying hat on Wink. Tell the class that Wink is a stranger who has moved in close to Blink and she doesn't know how to come to school. The class can help by watching Blink and telling her to come the same way. Choose a pupil to be Blink. Have him walk around the room, turning and going straight ahead, ending at school. Help the class answer Wink's question by watching Blink and telling which way he goes.

W: /to teacher and class/
How does Blink come to school?
T: /as pupil Blink turns right/
First he (turns) (right).
C: First he (turns) (right).
T: /as pupil Blink goes straight/
Then he (goes) (straight ahead).
C: Then he (goes) (straight ahead).

Continue, asking if someone knows another way, having other pupils be Wink and Blink.

2. THE THREE PATHS

On the floor chalk three paths, one long and very crooked, one long and straight, and one short and straight, leading from three chalked "houses" to an area marked school. Choose two volunteers to walk along any two paths to school. Identify their "houses". Have them both start at the same time and walk at about the same speed. After they have arrived, have Wink help the girls ask the boys about how long they took.

W: /models for girls after Ps arrive/
Does it take (Paul) as long to (walk) to school as it does (Al)?
Gs: Does it take (Paul) as long to (walk) to school as it does (Al)?
T: /modeling for boys/
It (doesn't take) (Paul) as long as it does (Al).
Bs: It (doesn't take) (Paul) as long as it does (Al).

Continue, having the boys question the girls. Vary the activity by having two pupils use the same path to get to school. Have them start at the same time, one walking and one running.

3. WHO LIVES WHERE

On a large piece of paper draw a map of the area including school and a few features such as stores, churches, and major streets. Divide the class into two groups. Choose a volunteer from each group to come to the map. Help each print his name in approximately the place where he lives. Then have one group ask the other about how long it takes each volunteer to get to school, pointing out the relative distance. Use Blink to aid the response.

G1: /with T's help as she points to names in turn/
Does it take (Ivy) as long to (walk) to school as it does (Jo)?
G2: /with Blink's help/
It takes (Ivy) longer than it does (Jo).

Then have Blink help Group 2 ask Group 1 how their volunteer comes to school. Have the volunteer demonstrate by walking around the classroom while you draw the path taken on the map. Guide Group 1 to give the correct directions.

G2: /with Blink's help/
How does (Ivy) come to school?
G1: /with T's help, watching volunteer walk around room/
First (she) (turns) (right).
Then (she) (turns) (left).
Then (she) (goes) (straight ahead).

Continue having the Group 2 volunteer walk. Repeat the whole activity with other pairs of pupils.

TAKE-OFF IDEAS

*Have individuals let their fingers do the walking to school on the map from Activity 3 while the class sings, "That's the way (he/she) goes to school" to the tune of the Mulberry Bush.

*During recess, play a game of "Hot-Cold", having the class tell the "finder" to go to the left, right, etc.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 55

REVIEW

LINGUISTIC FOCUS - REVIEW

Using the comparative with as (long)..as, (long)er, closer to and farther from
Using possessive pronouns such as yours and mine
Giving commands concerning directions such as straight ahead, left and right

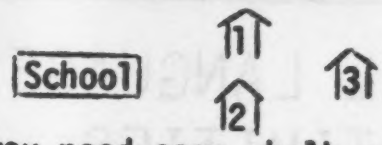
CONCEPTUAL FOCUS - REVIEW

Demonstrating that it takes longer to cover a long distance than to cover a shorter one when the speed is controlled
Relating the location of the school to pupils' homes
Identifying and demonstrating movements of directions

MATERIALS

Activity 1: Prepare a sketch of the school; use 2 pieces of chalk and 2 pictures of houses from Lesson 50.
Activity 2: Use the pictures and chalk from Activity 1, and 2 additional pictures of houses from Lesson 50.
Activity 3: Use the picture of a tiger from Lesson 52, Wink, and Blink.

1. FROM HOME TO SCHOOL



Divide the class in two groups. Explain that you need some chalk and pictures and that you are going to ask some pupils to bring them as they walk from their "homes" to "school". Tape your sketch of the school on your desk. On the floor, chalk outlines of houses on the spots marked 1, 2 and 3 on the diagram. Give chalk to two pupils and have them stand in "houses" 1 and 2. Help the class tell them "Go to school." After the pupils have walked to the "school" have Group 1 ask Group 2 if it takes one pupil as long as the other.

G1: Does it take (Joe) as long to walk to school as it does (Mary)?
G2: Yes. It takes (Joe) as long as it does (Mary).

Repeat the activity with two pupils in "houses" 2 and 3. Give them each a house picture from Lesson 50 and have them bring them to the "school". Repeat the activity with new pupils and vary the language to include (long)er than.

2. OUR HOUSES

At opposite ends of the board tape the school sketch, and four houses from Lesson 50. Have four pupils each choose a house, put his name on it, and identify it as his house. Divide the rest of the class in two groups and help Group 1 ask Group 2 which of two houses is farther from or closer to the school.

P1: /labeling his house/ This is my house.
T&G1: /after all houses are labeled/ Is the school (closer to) (Jo's) house than (to) (Pete's)?
G2: No. (It's) (closer to) (Pete's) than (to) (Jo's).

Continue comparing three more pairs of houses, having Group 2 ask every other question. Then help one group ask the other whose house is farther from or closer to school. After the group responds, help pairs of pupils in front ask each other the question.

T&G1: Whose house is (farther from) school, (Rosa's) or (Pepe's)?
G2: (Rosa's) is.
T&P1: /to P2/ Whose house is (farther from) school, (yours) or (mine)?
P2: (Mine) is.

3. LOST IN THE JUNGLE

Give the picture of the tiger from Leslon 52 to a pupil and Wink and Blink to two others. Tell the class that the tiger, Wink, and Blink are lost in the jungle and that they need help to find each other. Point to one lost animal at a time and whisper directions for the class to repeat.

T: /whispers to class and points/ (Go straight and stop.)
C: (Go straight and stop.)
T: /whispers to class and points/ (Turn to the right and stop.)
C: (Turn to the right and stop.)
T: /whispers to class and points/ (Turn to the left and stop.)
C: (Turn to the left and stop.)

Continue until the animals are together. Repeat the activity with new animals, having pupils take your place.

SUGGESTED FIELD TRIP

Arrange with an aide to take the class to a nearby store or library. Divide the class in two groups and have each group map out a different route to the destination on the chalkboard. Draw sketches to represent places that will be passed. Make sure that one route is longer than the other. Have both groups start at the same time and at the same place. Explain that each group should walk at the same rate. While on route to the destination, have the groups tell the directions they are taking using the vocabulary of Lessons 51-54 such as First we turn right, and Then we go straight ahead. When the whole class has reached the destination, have one group ask the other Did it take your group as long to walk to (the store) as it did his group?

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying physical features of earth and comparing their relative sizes
- Identifying the position in time and space using ordinal numbers first, second, and third
- Ordering mountains on the basis of height
- Describing speed in terms of distance and time
- Identifying and demonstrating travel on bridges and tunnels
- Identifying movement across, through, over and around as related to bridges, tunnels, and hills
- Identifying the appropriate and fastest mode of travel
- Identifying a globe as a representation of the earth

MATERIALS:

Activity 1: Prepare the accompanying cutouts of 3 mountain climbers; use 3 big pieces of paper, a crayon and tape.

Activity 2: Use the pictures from Activities 2 and 3, English Lesson 57 and a pencil.

Activity 3: Use 2 boxes, sufficient wrapping paper to cover them, a piece of aluminum foil, 7 small toy cars, a small piece of paper and a crayon.

Activity 4: Use a globe, a large beach ball and the cutouts from Activity 2, English Lesson 59.

1. ESCALANDO MONTAÑAS (to accompany lesson 56) MOUNTAIN CLIMBING

Dibuje en papel tres montañas en diferente tamaño. Identifíquelas. Pregunte cuál es la más grande, cuál la más pequeña y si hay dos iguales. Con una crayola dibuje puntos que guarden la misma distancia entre uno y otro desde la falda hasta la cima de cada montaña. Coloque la silueta de un escalador de montañas en el primer punto de cada montaña. Un niño ayudará a cada escalador. Ayude a la clase a decir cuando los escaladores subirán de un punto a otro. Haga notar cuando cada escalador termina de subir. Pregunte cuál terminó de primero, cuál fue el segundo y cuál el tercero. Hágales observar por qué. Pida a un niño que coloque las montañas por orden de tamaño.

Draw on paper three pictures of mountains of different sizes. Identify them. Ask which is the biggest, which is the smallest and if there are two of the same size. With crayon, mark several points of equal distance from the base to the peak of each mountain. Place a cutout of a mountain climber on the first point of each mountain. Have a child help each climber. Help the class say when the climbers should go from one point to the next. Have them note when each climber completes his ascent. Ask which finished first, second and third, and why. Ask a child to put the mountains in order by size.

2. RIOS Y LAGOS (to accompany lesson 57) RIVERS AND LAKES

Dé láminas de ríos en distintos tamaños a seis niños. Ayude a la clase a comparar el tamaño de los dos más pequeños. Continúe comparando los ríos por su tamaño y ordenando las láminas. Use números ordinales al hacerlo. Pregunte cuál es el más grande y cuál el más pequeño de los seis. Identifique láminas de lagos y riachuelos. Muestre láminas de un hombre cruzando un lago y un río en un bote. Diga que va a igual velocidad. Identifique lo que el hombre cruza. Pregunte en cuál caso tardará más y por qué. Permita a los niños que ordenen las láminas de acuerdo con la distancia que el botero tiene que cruzar, y escriba los numerales.

Give pictures of rivers of different sizes to six children. Help the class compare the size of the two smallest. Continue comparing the rivers by size. Order the pictures by size using ordinal numbers. Ask which of the six is the largest and which is the smallest. Identify the pictures of lakes and creeks. Show pictures of a man crossing a lake and a river in a boat. Explain that the speed is the same. Identify what the man is crossing. Ask in which case he will take longer and why. Have the children put the pictures in order according to the distance the boatman has to cross, and write the numerals.

3. VIAJANDO EN CARRO (to accompany lesson 58) TRAVELING BY CAR

Pida a los niños que se paren alrededor de su mesa. Coloque en ella una tira de papel aluminio. Dígales que imaginen que es un río. Haga un puente de papel para cruzar el río. Use una caja cubierta con papel, dígales que es una montaña. Use otra caja similar con un hueco que represente un tunel. Muestre siete carritos pequeños de juguete. Permita a niños que manejen por donde Ud. y la clase les digan. Nómbrelos usando los ordinales primero a séptimo según el momento en que comiencen a moverse. Antes de mover cada carrito, pregunte a la clase por dónde va éste.

Ask the children to gather around your table. Place a strip of aluminum foil on it. Tell them to imagine it is a river. Make a paper bridge to cross the river. Cover a box with paper and tell them it is a mountain. Use a similar box with a hole cut in it to represent a tunnel. Show seven toy cars. Have each driver go to one place at a time as you and the class direct him. Name the cars using ordinals from first to seventh as they begin to move. Before each car is moved, ask the class where it is going.

4. LA ESFERA (to accompany lesson 59) THE GLOBE

Muestre una bola grande. Acérquela a un niño tanto que le sea imposible ver su forma. Explique que cuando se está muy cerca de una cosa es difícil ver su forma. Usando la esfera diga que lo mismo sucede con la tierra; estamos tan cerca que no podemos ver su forma. Coloque la bola en el suelo. Señale un punto de partida y pida a un niño que camine y a otro que corra alrededor de ella. Al terminar pregunte cuál llegó primero y por qué. Muestre siluetas de vehículos y pregunte cuál podría llevarnos más rápido.

Show a large ball. Place it so close to a child that it is impossible for him to see its shape. Explain that when one is very close to a thing it is difficult to see its shape. Using the globe, say the same happens with the earth; we are so close that we can't see its shape. Put the ball on the floor. Mark a starting point and ask a child to walk and another to run around the ball. When they finish ask which arrived first and why. Show cutouts of vehicles and ask which could carry us the fastest.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 56

Review	LINGUISTIC COMMENTARY	Introduce
It's a (____). It's (____). Which (____) is (____)er? (That one) is (____)er. The (____) is (____)er than the (____). first		Which (mountain) is the (high)est of all? (That one) is the (high)est. The (second) mountain is (high)est. (He) climbed that mountain (second). hill, mountain; climb low, high; second, third

LINGUISTIC COMMENTARY

Typical language problems are: substitution of most for -est, as in most high; use of most with -est, as in most highest; loss of past tense ending, as in He climb for He climbed, and substitution of "heel" for hill and "sird" or "tird" for third.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying mountains and hills and comparing their relative sizes Discriminating height of different mountains and different hills Identifying the sequence of actions in time using first, second, etc. Ordering mountains on the basis of height and using first, etc.

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty in recognizing that terms such as high, higher, highest, and low, lower, lowest are relative to the objects under immediate consideration.

MATERIALS

Activity 1: Use the 4 accompanying pictures of the highest mountain and hill and the lowest mountain and hill, blocks and Wink.

Activity 2: Use the 2 pictures of mountains from Activity 1 and the accompanying medium high mountain picture, tape, chalk and Blink.

Activity 3: Use one of the mountain climber cutouts from the Spanish Support Activity for Lesson 56, the pictures of the mountains from Activities 1 and 2, and Blink.

1. TOWERING HEIGHTS

Have a pupil build one high and one low column of blocks close together. After asking Wink about the height of each column, remove them and display and identify the two accompanying pictures of mountains. Ask about the height.

T: /to Wink, pointing to each column, one at a time/
Is that high or low?
W: It's (high).
T: /pointing to high then low mt. pic./
What's that?
W: It's a mountain.
C: It's a mountain.
T: Is it high or low?
W: It's (high).
C: It's (high).

Continue, displaying the two accompanying pictures of high and low hills, asking Wink and the class to identify and describe each. Then ask Wink and the class which of the hills is higher.

T: /pointing/
Which is higher, that hill or that hill?
W: /pointing/
That hill is higher.
C: That hill is higher.

Repeat, with lower and then do the same with the two mountain pictures.

2. HIGHEST AND LOWEST

Tape three pictures of mountains to the board far from one another. Divide the class in two groups. Point to the first and second mountains and guide Group 1 to ask Group 2 which is higher. Have a pupil from Group 2 point to the higher of the two mountains and have Wink help Group 2 reply.

T&G1: /as teacher points to first and second mountains/
Which mountain is higher?
W&G2: /as pupil from G2 points/
That one is higher.

Repeat, pointing to the second and third mountains. Then point to all three of the mountains and guide Group 1 to ask Group 2 which mountain is the highest of all. Have a pupil from Group 2 point to the highest and have Wink help Group 2 answer.

T&G1: /as teacher points to all three/
Which mountain is the highest of all?
W&G2: /as pupil from G2 points/
That one is the highest of all.

Repeat, using lower and lowest of all. Alternate the question group. Then arrange the mountains in order of height, count them with the class and under each write the corresponding numeral 1, 2, or 3. Then guide the class to make statements about the relative height of each. Use The first mountain is the lowest. The second mountain is higher than the first. The third mountain is the highest of all.

3. THE MOUNTAIN CLIMBER

Introduce the mountain climber to the class, explaining that a volunteer is going to help him climb the three mountains from Activity 2. After the mountain climber climbs the mountains, ask which one he climbed first. Have Blink model the reply.

T: /after volunteer has helped the mountain climber up all three mountains/
Which mountain did he climb first?
B: /pointing/
He climbed that mountain first.
B&C: /pointing/
He climbed that mountain first.

Repeat, asking which the mountain climber climbed second, then third. Repeat having groups of pupils ask each other the questions.

TAKE-OFF IDEAS

*During recess, lead the class in some stretching exercises. Have them pretend to decorate a Christmas tree, reaching up high for some ornaments and down low for others. Have them "reach for the sky" and then get down as low as possible. Continuously use the lesson language and compare the various heights of the pupils as they stretch and bend.

MICHIGAN NIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE LESSON 57

Review	LINGUISTIC FOCUS	Introduce
(The second one) is (____)er. Is the (____) the (____)est of all? (It)'s the (____)est of all. Does it take as long to (____) as it does to (____)?		Which takes longer to cross? The (second) one.
small, large; first, second, third		river, creek, lake cross wide, narrow; fourth, fifth, sixth

LINGUISTIC COMMENTARY

Typical language problems are: loss of -s ending, as in Which take longer for Which takes longer, substitution of "four" or "fourt" for fourth, "feef" for fifth, "seeks" for sixth, and "wite" for wide.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying bodies of water and comparing their relative sizes Discriminating between bodies of water on the basis of width or size Identifying position of objects using ordinal numbers first-sixth Describing time in terms of distance Identifying the body of water taking longest to travel over on the basis of distance

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the wideness of an object deals with only one dimension while largeness can deal with many dimensions.

MATERIALS

Activity 1: Prepare 1 wide and 1 narrow piece of paper; use the accompanying pictures of a wide and a narrow river, a wide and a narrow creek, a large and a small lake, tape, and Wink.

Activity 2: Use the 2 river pictures from Activity 1, 4 more accompanying river pictures, tape, chalk, Wink and Blink.

Activity 3: Use the 2 accompanying boat pictures of a man crossing a river and a man crossing a lake.

1. RIVERS AND CREEKS

Tape one wide and one narrow piece of paper on the wall. After asking Wink about the width of each, display and identify the two accompanying pictures of rivers. Ask about the width.

T: /to Wink, pointing to each paper, one at a time/
Is that narrow or wide?
W: That's (narrow).
T: /points to narrow, then wide river/
What's that?
W: It's a river.
C: It's a river.
T: Is it wide or narrow?
W: It's (narrow).
C: It's (narrow).

Continue, displaying the two accompanying pictures of narrow and wide creeks, asking Wink and the class to identify and describe each. Then ask Wink and the class which of the rivers is wider.

T: /pointing/
Which is (wid)er, that river or that river?
W: /pointing/
That river is (wid)er.
C: That river is (wid)er.

Continue, with narrower and then do the same with the two creek pictures. Repeat with two lake pictures, using large, small, larger and smaller.

2. WIDE, WIDER, WIDEST

Tape in order of width on the board six pictures of rivers. Count them with the class and write the corresponding numeral, 1 through 6, under each. Then point to the first two pictures and ask the class which is wider. Have Blink model the answer.

T: /pointing to pictures 1 and 2/
Which river is wider?
B: The (second) one.
T&C: The (second) one.

Repeat, pointing to the other pictures in sets of two. Next, divide the class in two. Have Wink and Group 1 point to each river, asking if it is the widest. Help Group 2 respond.

W: /pointing to picture/
Is the (first) river the widest of all?
W&G1: Is the (first) river the widest of all?
T&G2: No. It's not the widest.
W: Is the sixth river the widest of all?
W&G1: Is the sixth river the widest of all?
T&G2: Yes. It's the widest of all.

Repeat with pictures of creeks, then, using largest, repeat with lakes. Alternate the groups.

3. THE WIDEST TAKES LONGEST

Show pictures of a man crossing a river and a lake in a boat. Guide the class to identify each body of water with Wink.

T: /pointing to pictures in turn/
What's this?
W&C: That's a (river).

Explain what is happening in each picture and that it takes longer to cross a wider or larger body of water. Then divide the class in two. Point to both pictures, guiding Group 1 to ask Group 2 which takes longer to cross. Have Wink help Group 2.

T&G1: /as T points to both pictures/
Which takes longer to cross?
W&G2: The (second) one.

Next, have one pupil point to both pictures. Guide a second pupil to ask a question about the time it takes to cross the two bodies of water. Have a volunteer and Wink reply.

T&P2: /as P1 points to river and lake/
Does it take as long to cross the lake as it does the river?
W&V: It takes longer.

Repeat with other sets of pupils asking and answering questions.

TAKE-OFF IDEAS

*Rearrange rows of desks in the classroom so that some aisles are wider and some are narrow. Discuss the widths.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 58

Review	LINGUISTIC FOCUS	Introduce
(He) went (____) the (hill).		How did (Juan) get to (the other side of the mountain)?
river, creek first, second, third, fourth, fifth, sixth		bridge, side, town, tunnel get other; seventh across, through, over

LINGUISTIC COMMENTARY

Typical language problems are: loss of auxiliary did and non-standard word order, as in How Juan get for How did Juan get; confusion of get-got, go-went; and substitution of "breetch" for bridge, "site" for side, "oter" or "oder" for other, "true" for through, and "ober" for over.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying bridges and tunnels Demonstrating movement on bridges and through tunnels Identifying movement across, through, and over as related to bridges, tunnels, and hills Identifying position of mountains using ordinal numbers first-seventh

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the concept of going through an object when presented abstractly.

MATERIALS

Activity 1: Prepare a blanket-covered table; use the accompanying pictures of a bridge and a tunnel, a board, chalk, and Wink.

Activity 2: Prepare a chalkboard sketch of the accompanying illustration of 7 - mountains with roads and tunnels; use chalk, a mountain climber from the Spanish Support Activity for Lesson 56, and Wink.

Activity 3: Prepare a chalk route to a "treasure chest" using the lesson diagram on the right hand page, a box for a hill, a blanket covered table as a tunnel, a chalked creek, a box marked X and filled with candy; use the accompanying picture of a town, chalk, and Wink.

(2)

1. GETTING TO THE OTHER SIDE

Show pictures of a bridge and a tunnel. Ask Wink and the class to name each.

T: /pointing to each picture/ What's that?
W: That's a (bridge).
C: That's a (bridge).

On the floor, chalk a river with a board over it to serve as a bridge, and nearby place a table with a blanket over the long sides to serve as a mountain with a tunnel. Explain that the class is going on an imaginary trip and they will cross a bridge and go through a tunnel. Divide the class in two. Have pupils from Group 1 cross the bridge one at a time. Have Group 2 ask Group 1 how each pupil got to the other side. Model the question and have Wink model the response.

T: /pointing after P1 crosses/ How did (Juan) get to the other side of the river?
T&G2: How did (Juan) get to the other side of the river?
W: He went across the bridge.
W&G1: He went across the bridge.

Continue, alternating groups in the dialog. Repeat the activity again, having pupils perform the action and talk about going through a tunnel to get to the other side of the mountain.

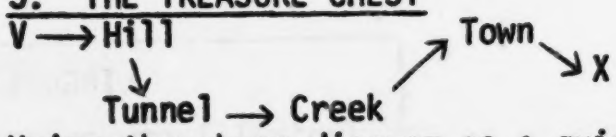
2. THE ROAD WITH SEVEN MOUNTAINS

Enlarge, on the chalkboard, the accompanying illustration of seven mountains with tunnels and roads. Use a mountain climber from the Spanish Support Activity for Lesson 56, having him go through tunneled mountains and over the others. Divide the class in two groups. As the climber gets to the other side of each mountain, guide Group 1 to ask how he got there. Have Wink help Group 2 in the reply.

T&G1: /after MC is through Mountain 1/ How did he get to the second mountain?
W&G2: He went through the tunnel in the first mountain.
T&G1: /after MC is over Mountain 2/ How did he get to the third mountain?
W&G2: He went over the second mountain.

Continue with the other mountains until the mountain climber is ready for the seventh mountain. Ask, "How do you think he will get to the other side of the seventh mountain? Will he go over the mountain or through the tunnel?" Call on volunteers to guess, using Over the mountain, Through the tunnel. Have the climber go through the tunnel and help the class say, "He went through the tunnel in the seventh mountain." Repeat, alternating the question group.

3. THE TREASURE CHEST



Using the above diagram as a guide, on the floor, chalk a route to X, the "Treasure Chest". Use a box as a hill, a blanket-covered table as a tunnel, a chalked creek, the accompanying picture of a town, and a box marked X, filled with candy for the class. Identify each object. Explain that a volunteer can reach the treasure if he follows the route, but he must stop after passing each object. He can only move on when the class answers your questions. Give a volunteer the "chest" to bring back after the class answers the last question. Have Wink aid the responses.

T: /identifying each object/ This is a (hill).
/after V passes first object/ What did (Jose) do?
W&C: He went (over) the hill.

Continue after the volunteer passes the other objects, eliciting, He went through the tunnel, He went across the creek, He went through the town. Have the volunteer return. Repeat the above questions. Hand out the "treasure".

TAKE-OFF IDEAS

*Using the set up in Activity 3, discuss with the class the relative distances between the various points along the route. Change the route and continue the discussion.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 59

Review	LINGUISTIC FOCUS	Introduce
How did (John) (____)? (Lou) (walked) (over) the hill. Which is (fast)er, (a) (____) or (a) (____)? Which is (fast)est of all? car; hill, mountain over slow		(John) went (over the mountain) (on his bicycle). He went by (airplane). in (a car); on his bicycle bicycle, airplane around; by

LINGUISTIC COMMENTARY

Typical language problems are: confusion of in and on; confusion in use of more and most and -er and -est, as in more fast, most fast, more faster, most fastest.

Review	CONCEPTUAL FOCUS	Introduce
Demonstrating different modes of travel Identifying the sequence of actions in time, using first, second, third		Identifying and demonstrating walking and running around objects Relating time and space relations to speed Identifying the fastest mode of travel Identifying the globe as a representation of the earth Identifying land and water areas on a globe Demonstrating appropriate modes of travel

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the globe is a representation of the earth.

MATERIALS

Activity 1: Use a large box and Blink.
Activity 2: Use chalk, the accompanying cutouts of a bicycle, car, and airplane, and Wink.
Activity 3: Use a globe, a large beach ball, a piece of paper, tape, the car and airplane cutouts from Activity 2, and Wink.

1. AROUND THE HILL

Arrange the class in a semicircle. Place a large box in front, having the class pretend it's a hill. Guide one pupil to walk around the hill and another to walk over it. Ask the class if each went around or over the hill. Have Blink model the answer.

T: /after Ps are on the other side/ Did (Lou) walk around the hill or over it?
B: (She) walked (around) the hill.
B&C: (She) walked (around) the hill.

Continue, having another pair of pupils run around and over the hill, using run.

2. AIRPLANES ARE FASTEST

Draw a mountain on the board. Give a cutout of a bicycle, a car, and an airplane to three pupils. Tell the class that the pupils will travel over the mountain. After each pupil completes the trip, ask what each did. Have the class repeat after Wink.

T: How did (John) go over the mountain?
W: (John) went over the mountain on his bicycle.
C: (John) went over the mountain on his bicycle.

Continue with in a car and in an airplane. Then ask the class who went over the mountain first, second, and third. Have Wink help if necessary.

Then, tape the three cutouts on the chalkboard and ask, "Which is faster, a bicycle or a car?" Have Wink model the response.

T: Which is faster, a bicycle or a car?
W: A car is faster.
W&C: A car is faster.

Repeat the question using car and airplane. Next, ask which is fastest. Guide the response.

T: Which is fastest of all?
W: An airplane is fastest of all.
W&C: An airplane is fastest of all.

Repeat, having groups ask and answer questions, using slower, slowest.

3. GLOBAL EXPERIENCE

Before presenting the globe, point out to the class several models and the real objects that the models represent such as a toy car and a real car, a model of the school and the school, etc. Then, show the globe, identify it, and explain that it is a model of the earth with all of its mountains, lakes, places where we live, etc. Tape a piece of paper on a beach ball and hold the ball close to Wink's face with the paper on the other side where she can't see it. Explain that Wink cannot see the paper or the shape of the ball because she is too close to it. Move the ball slowly away until Wink "sees" the paper and shape of the ball. Explain that since we are close to the earth's surface, we cannot see all of its features or its shape. Point out mountains and bodies of water, etc. Then, hold the ball close to each pupil's face just as with Wink, explaining why we can't see the whole earth. Identify an ocean on the globe. Then, say that Blink once traveled over an ocean. Have the class guess if he went by car or by airplane. Point out that the car cannot go over water. Question the class, having Wink aid the responses.

T: /placing car by water/ Did Blink go by car?
W&C: No. He didn't go by car.
T: /placing airplane by water/ Did Blink go by airplane?
W&C: Yes. He went by airplane.

Have volunteers tell how Blink went.

TAKE-OFF IDEAS

*Collect pictures of various modes of travel. Discuss with the class where each may be used and which is fastest.

*Tape pieces of yarn from pictures of lakes, mountains, etc. to lakes, mountains, etc. on the globe. During free times let pupils examine the globe.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 60

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 6 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 6. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 60 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Use of the comparative, -er and -er than and the superlative, -est
Use of genitive 's and possessive pronouns
Asking and answering questions using expressions of direction, location, and speed
Use of ordinals

INCLUDED CONCEPTS

Identifying relative sizes of mountains and hills
Demonstrating speed
Identifying sequence of actions using first, second, etc.
Distinguishing between, identifying, and naming movements in the directions left, right, straight ahead
Identifying directions in relation to water and land types

MATERIALS

Activity 1: Use chalk.
Activity 2: Prepare a large juice can open at both ends and cardboard folded to form the 2 sides of a hill; use a pan of water, a thin strip of cardboard and Blink.
Activity 3: Prepare magazine cutouts of a road, a motorcycle, a truck; use chalk, the cutouts of a bicycle, a plane and a car from Lesson 59, the pictures of a bridge and tunnel from Lesson 58, and tape.

1. THE CHANGING HILLS

On the board draw three mountains of varying sizes. Have three pupils each stand next to a mountain and tell if his is higher or lower than one next to his. Then help a pupil call the mountains high, higher, and highest.

P1: My mountain is higher than (Jim)'s.
T&P4: /after all mts. are identified/ (Jo)'s mountain is high. (Jim)'s mountain is...
P4: ...higher.
T&P4: And (Mary)'s mountain is...
P4: ...the highest of all.

Draw three hills and repeat the dialog with hill, low, lower, and lowest. Then, have the class close their eyes as you re-draw the hills, making them identical with an X on the bottom of each. As the pupils open their eyes, choose three "climbers", one for each hill. Have each "climb" his hill with two of his fingers when you say "go", starting at X and "climbing" up to the top and back down to X. Have one volunteer ask another who went faster or slower. Cue with Who.

T: /pointing to 2 climbers/ (Joe), ask (Pepe) if (Juan) or (Sue) went (faster). Use Who.
V1: Who went (faster), (Joe) or (Sue)?
V2: (Joe) went (faster) than (Sue).

Have a volunteer ask, "Who got over the hill (first)?" Then, use second, third.

2. BLINK TAKES A TRIP

Arrange the class in a semi-circle. Use a large open juice can as a tunnel and cardboard folded to form the two sides of a hill. On the floor place the tunnel within the hill. Five feet away, set a pan of water with a thin strip of cardboard across it to represent a lake with a bridge. Tell the class that Blink is going to take a trip. Have a pupil be Blink and begin his trip at one end of the room. Whisper to him to turn right. Then ask a volunteer which way Blink turned.

T: /whispering to Blink/
Turn to the right.
/then to V/
Which way did Blink turn?
V1: He turned to the right.

Continue, having Blink walk straight ahead or turn to the left. Whisper to him to go through the tunnel, across the bridge, or around the hill, etc.

T: /whispering to Blink/
Go (through) the (tunnel).
/to V, pointing to sides of hill/
How did he get from here to here?
V2: He went (through) the (tunnel).
T: Where does the (tunnel) go?
V3: It goes (through the hill).

Repeat the activity, giving other pupils the chance to be Blink. Vary the questions asked by using Did Blink go through the tunnel or around the hill?

3. ANSWER TIME: TO THE OTHER SIDE

Draw a mountain high on the board, identifying it. On the chalk ledge place pictures of vehicles, a road, bridge and tunnel. Ask, "What kinds of things can we use to get from one side of the mountain to the other?" As a pupil responds, have him tape up the appropriate picture.

T: What kinds of things can we use to get from one side of the mountain to the other?
P1: A car.
T: /after P tapes car on board/ What else can you think of?
P2: A road.

After completing the pictorial list ask the class to suggest various groups.

T: Which of these pictures go together because they are alike in some way?
P4: The car and the bike.

After each suggestion ask, "Why do you put these together?" Help the pupils to give their reasons for grouping.

TAKE-OFF PROGRESS CHECK
*During recess, ask pupils to tell you which direction they're turning, etc.

RECORD SHEET - LESSON 60

Following is a list of the main structures checked in Lesson 60. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
...(high)est of all.	𝍸 𝍸	𝍸	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

	STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1.	(Bill's) hill is (high)er than (Jim's).				
	...(high)er.				
	...the (high)est of all				
	Who went (fast)er, (Al) or (Jo)?				
	(Al) went (fast)er than (Jo).				
	Who got over the hill (first)?				
	(He) got over the hill (first).				
2.	(He) turned to the (right).				
	(He) went (straight ahead).				
	...through the tunnel				
	...across the bridge				
	...through the hill				
	...over the hill				

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
51	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
52	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
53	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
54	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
55	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
56	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
57	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
58	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
59	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
60	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

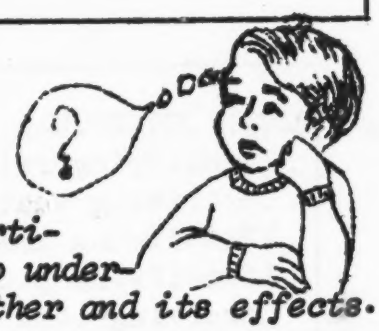
Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 7 - OVERVIEW



The first grade child is aware that weather conditions affect his play activities, his clothing needs, etc. His first grade curriculum may include detailed information of seasonal changes, and local versus regional weather conditions. In order to meaningfully participate in weather discussions the Spanish-speaking child needs to understand and use questions and statements in English concerning weather and its effects.

LINGUISTIC FOCUS

Unit Seven contains questions and answers providing the pupils practice in:

- USING EXPRESSIONS OF TIME, AS DAY, NIGHT, TODAY, YESTERDAY
- USING EXPRESSIONS OF FREQUENCY, AS ALWAYS, OFTEN, EVERY DAY
- USING PAST TENSE LINKING VERB FORMS WAS, WERE, WASN'T, WEREN'T
- USING THERE AS PSUEDO-SUBJECT
- USING -Y TO FORM NOUN-ADJECTIVE CONTRAST, AS SUNNY, WINDY
- USING BUT TO CONNECT CONTRASTING CLAUSES

CONCEPTUAL FOCUS

Unit Seven contains activities which are basically designed to help the first grade child with the following:

- DESCRIBING WEATHER CONDITIONS
- CONTRASTING SEASONAL AND REGIONAL WEATHER CONDITIONS
- MEASURING BY UNITS
- RECORDING WEATHER INFORMATION ON A CHART
- IDENTIFYING REGIONS ON A GLOBE
- USING A NUMBER LINE
- MATCHING APPROPRIATE CLOTHING AND ACTIVITIES WITH WEATHER CONDITIONS

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:

- Identifying rainy, snowy, hot, and cold weather
- Describing weather conditions using 2 attributes
- Identifying immediate and past weather conditions
- Identifying pictures by their position on a number line using ordinals
- Observing that numbers can be added onto the number line
- Identifying the missing number on a number line
- Matching appropriate clothing and activities with the weather

MATERIALS:

- **Activity 1:** Use the snowy and rainy day, and cold and hot pictures, the number line model, and the weather symbols, all from English Lesson 61, a piece of material, a glass of water, chalk, and tape.
- **Activity 2:** Use the sun and wind weather symbols and the windy, cloudy and sunny day pictures, all from English Lesson 62, the rainy day picture from English Lesson 61, the number line and weather symbols from Activity 1, and chalk.
- **Activity 3:** Use 10 pieces of paper and a crayon.
- **Activity 4:** Use the weather symbols from Activity 1, the magazine cutouts of clothes from English Lesson 46, the accompanying cutouts of roller and ice skates, and a toy train, chalk and tape.

1. ¿COMO ES EL DIA? (to accompany lesson 61) WHAT KIND OF A DAY IS IT?

Muestre un pedazo de tela seco. Humedézcalo, muéstrelo de nuevo y pregunte cómo está. Haga notar que lo mismo pasa con la tierra cuando llueve, por eso decimos el día está húmedo. Pregunte cómo está el día. Muestre láminas que representen un día nevado, caliente, lluvioso y frío. Guíe los niños con preguntas a que digan dos condiciones, como frío y lluvioso para describir condiciones típicas de tiempo. Copie en la pizarra la recta numérica que acompaña la Lección 61. Pegue un símbolo del tiempo para cada número. Pida a niños que escojan una lámina que represente un día similar al que representa el símbolo del número que Ud. indique. Use números ordinales.

Show a piece of dry material. Wet it, show it again and ask the children to describe its condition. Have them note that the same thing happens with the ground when it rains, and that's why we say it's a wet day. Ask what kind of day it is. Show pictures of snowy, hot, rainy and cold weather. Ask questions and guide the pupils to respond with two conditions, such as cold and rainy, to describe typical kinds of weather. Copy on the chalkboard the number line accompanying Lesson 61. Tape up a weather symbol for each number. Ask the pupils to select a picture which corresponds to the symbol of the number that you indicate. Use ordinal numbers.

2. VIAJANDO POR LOS DIAS (to accompany lesson 62) TRAVELING THROUGH THE DAYS

Dibuje en la pizarra una recta numérica usando los símbolos de las lecciones 61 y 62. Use láminas para representar un día de viento, nublado, lluvioso, y soleado. Coloque cada una en una pared de la clase. Invite a los niños a un "viaje" por días distintos. Al llegar a cada pared haga preguntas para que describan el día que representa. Compare el día a que se refieren con la recta numérica para encontrar uno semejante. Ayude a los niños para que lo indiquen usando los ordinales. Adiera el sol y el viento a la recta cuando observen que faltan.

Make a number line with symbols from English Lessons 61 and 62 on the chalkboard. Also use the pictures of windy, cloudy, rainy, and sunny days, and tape one on each of the four classroom walls. Invite the pupils on a "journey" through different days. When arriving at each wall, ask questions to get them to describe the day represented in the picture. Compare that day with the number line to find the corresponding symbol and help the class say its ordinal. Add the sun and the wind symbols to the line when they notice they are missing.

3. HOY Y AYER (to accompany lesson 63) TODAY AND YESTERDAY

Coloque diez niños formando una recta numérica. Escriba en un papel sobre la ropa de cada niño un numeral del 1 al 10. Dé a cada uno de los primeros ocho niños un papel en donde haya dibujado un símbolo de tiempo. Los niños que ocupan el noveno y décimo lugar tendrán su papel en blanco. Guíe los niños para que recuerden cómo fue el tiempo ayer y dibuje los símbolos adecuados en el papel del noveno lugar. Haga igual con el tiempo de hoy en el décimo lugar. Pregunte en qué lugares están representados ayer y hoy haciendo que usen los ordinales noveno y décimo.

Have ten pupils form a number line. Write numerals from 1 to 10 on paper and attach a numeral to each pupil's clothing. Give each of the first eight pupils a paper on which you have drawn a weather symbol. Those in the ninth and tenth spots will have blank papers. Guide the pupils to remember yesterday's weather and draw an appropriate symbol on the paper of the one in the ninth spot. Do the same with today's weather in the tenth spot. Ask in which places yesterday's and today's weather are represented, guiding them to use the ordinals ninth and tenth.

4. PEPE Y EL TIEMPO (to accompany lesson 64) PEPE AND THE WEATHER

Pregunte cómo está el día hoy. Ponga en la pizarra un recorte que represente el tiempo. Pregunte cómo fue el día de ayer colocando el símbolo correspondiente. Dibuje un muñeco, Pepe, en la pizarra. Muestre recortes de ropa fresca y abrigada. Pida a un niño que escoja y muestre la ropa que Pepe habría usado ayer, y a otro la que debe usar hoy. Muestre recortes de patines de rueda y de nieve, y un tren de juguete. Pregunte de qué jugará Pepe hoy. Repita usando símbolos de nieve, lluvia, sol, y nubes permitiendo a niños que escojan la ropa y la acción que Pepe usaría con esas condiciones.

Ask what kind of a day it is. Tape a symbol of the weather on the board. Ask what yesterday's weather was like and tape up its symbol. Draw a boy, Pepe, on the board. Show cutouts of light and heavy clothes. Ask a pupil to select and show the clothes which Pepe should have worn yesterday and what he should wear today. Show cutouts of roller and ice skates and a toy train. Ask what Pepe will play with today. Repeat using symbols of snow, rain, sun, and clouds, allowing pupils to select the clothes and activity for Pepe under such weather conditions.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 61

Review	LINGUISTIC FOCUS	Introduce
(____)'s (____)ing. What kind of (____) is it? Is this (____) or (____)? first, second, third, fourth		It's (snow)ing. It's a (snowy) day. (Today)'s a (snowy) (day). snow, rain (verbs) snowy, rainy; dry, wet; hot, cold day, night; today

LINGUISTIC COMMENTARY

Typical language problems are: loss of it and use of make, as in Makes (hot/cold) or Is (hot/cold); confusion of snowy-snowing and rainy-raining; loss of it, as Is a day hot for It's a hot day; and substitution of "esnow" for snow.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying rainy, snowy, hot, and cold weather Identifying immediate weather conditions Describing weather conditions using two attributes such as cold and rainy Identifying pictures by their position on a number line using ordinals

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that weather symbols represent actual weather conditions; matching pictures with symbols using ordinals to identify those which go together.

MATERIALS

Activity 1: Prepare 4 large paper clouds, and a bowl of water; use the accompanying pictures of a rainy night, a rainy day and a snowy night, the winter day picture from the Spanish Support Activity for Lesson 46, and Blink.
Activity 2: Use the accompanying pictures of a cold and a hot day, and Blink.
Activity 3: Use the accompanying number line, and weather symbols, the pictures from Activities 1 and 2, and Blink.

1. THE CLOUD COVER

Have a bowl of water on hand. On a display board tape up the four accompanying pictures of snowy and rainy day and night scenes, each under a large paper cloud. As a pupil lifts up a cloud, have Blink ask, "Is it snowing or raining?" Reply and help the class repeat.

B: /as pupil lifts up cloud/
Is it snowing or raining?
T: It's (snow)ing. It's a (snow)y (day).
T&C: It's (snow)ing. It's a (snow)y (day).

Continue with the other pictures, using raining, rainy, and night where appropriate. Repeat, as you lift each cloud, having Blink help half the class ask the same question. You and the other half answer. Then sprinkle water onto a pupil's hand, and say, "It's wet." Point to his other hand and say, "It's dry." Help the class repeat both statements. Lift each cloud and help the class say, "It's wet" each time.

T: /sprinkling water on P's hand/
It's wet.
T&C: It's wet.
T: /pointing to dry hand/
It's dry.
T&C: It's dry.
/pointing to each of 4 pictures/
It's wet.

Then, pointing out the window, ask the class, "What kind of day is today?" Have Blink model and help the class respond, "Today is a (dry) day."

2. TALK ABOUT THE HEAT

Display the accompanying pictures of a cold day and a hot day. Have Blink point to the "hot" picture and help the class ask you, "What kind of day is it?" Answer appropriately.

B&C: /pointing to "hot" picture/
What kind of day is it?
T: It's a hot day.

Repeat with the other picture using cold. Then, ask the class, groups, and individuals about each picture and have Blink help them respond. Then pointing out the window ask the class, groups and individuals, "Is this a cold day or a hot day?" Have Blink help them respond if necessary. Then have Blink help the class ask you the question.

3. THE HOT NUMBER LINE

Copy the accompanying number line on the board. Tape one of the weather symbols above each numeral. Have on hand the six pictures from Activities 1 and 2. Ask the class, groups, and individuals any of the questions from Activities 1 and 2, referring to the pictures and the real weather.

T: /referring to a picture/
What kind of (day) is it?
C: It's a (hot) (day).

Then hand out the six pictures to six pupils. Pointing to the number line picture symbols, ask one pupil which picture goes with his picture. Have Blink help him match the pictures and respond, "The (first) one."

T: /pointing to symbols/
Which picture goes with yours?
B&P1: The (first) one.

Continue with the other pictures, accepting more than one correct answer if, for example, a child chooses cold and snowy symbols.

TAKE-OFF IDEAS

*Have the class draw pairs of weather pictures, contrasting hot-cold, and wet-dry situations. Display the pictures and discuss the conditions.

*Have several pupils help you make a bulletin board display about weather, perhaps using paper snowflakes, tin foil rain drops, a balloon sun, cotton clouds, etc. Have the helpers explain the bulletin board to the class.

*Each day during this unit, have the class talk about the daily weather, filling in the phrase Today is on the chalkboard.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 62

Review	LINGUISTIC FOCUS	Introduce
Is the (____) (____)ing? The (____) isn't (____)ing. It isn't a (____) day. any, many first, second, third, fourth, fifth, sixth, seventh		Are there any clouds in the sky? Yes. There are (a lot) of clouds. No. There aren't (any) clouds. sun, wind, cloud, sky; shine, blow sunny, windy, cloudy; eight a lot, a few

LINGUISTIC COMMENTARY

Typical language problems are: loss of it, as in Is a windy day; confusion of is and are; use of double negative, as in There aren't no clouds or There aren't none; substitution of "dey" or "dere" for there, "esky" for sky, and "chining" for shining.

Review	CONCEPTUAL FOCUS	Introduce
Identifying immediate weather conditions Describing weather conditions using two attributes		Identifying sunny, windy, and cloudy days Observing that numbers can be added onto the number line

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty matching two abstract representations of weather; relating weather pictures to actual weather conditions.

MATERIALS

Activity 1: Use the accompanying sun and wind pictures, a blindfold, and Blink.
Activity 2: Use the pictures from Activity 1, the daytime weather pictures from Lesson 61, and the 3 accompanying pictures of no clouds, few clouds, many clouds, and Blink.
Activity 3: Remake the number line with symbols from Lesson 61 and add on the accompanying sun and wind symbols; use the 6 weather pictures from Lesson 61, the sun and wind pictures from Activity 1 of this lesson, and Wink.

1. THE SUN AND WIND

Hold up the accompanying sun and wind pictures and identify each. Blow the wind picture out of your hand to show what the wind does. Then blindfold Blink, telling the class that they can help Blink find out if the day in the pictures is sunny or windy. Point to the pictures and have Blink ask questions. Guide the class to answer.

B: /as T points to sun picture/
Is the wind blowing?
T: No. The wind isn't blowing.
It isn't a windy day.
T&C: No. The wind isn't blowing.
It isn't a windy day.

Continue, having Blink ask the question Is the sun shining? Model the appropriate response The sun (is/isn't) shining. It (is/isn't) a sunny day. Continue, guiding the girls, then the boys, to ask the questions until the weather has been described.

2. ALL KINDS OF WEATHER

Display the accompanying pictures with and without clouds, the pictures from Activity 1, and the daytime pictures from Lesson 61. Show the picture with numerous clouds. Ask if there are clouds in the sky, and if so, if there are many. Have Blink guide the class to answer "Yes" or "No" and make appropriate statements.

T: /pointing to picture with many clouds/
Are there any clouds in the sky?
B&C: Yes, there are.
T: Are there many clouds?
B&C: Yes. There are a lot of clouds.

Continue with the pictures of few and no clouds to practice There are a few clouds and There aren't any clouds. Repeat, guiding the girls, then the boys, to ask the questions. Next, point to each of the pictures and question individual pupils about them.

T: /pointing to each picture/
Is it a (sunny) day or a (cloudy) day?
P: It's a (cloudy) day.

Next, have the class stand near the windows. Cue the girls to ask the boys questions about today's weather. Then summarize what the weather is.

3. LET THE SUN SHINE IN

Remake the number line from Lesson 61, adding on the accompanying sun and wind symbols. Be sure the class observes that you are adding onto the number line. Have on hand eight weather pictures. Ask the class, groups, and individuals any of the questions from Lessons 61 and 62, pointing to the pictures and referring to today's weather conditions outside. Have Wink guide appropriate affirmative and negative responses and have the class repeat.

T: /pointing to picture and outside/
Is the (wind) (blow)ing?
W&C: (No). It (isn't) (blow)ing.
It (isn't) a (windy) day.

Then hand out the eight pictures to eight pupils. Pointing to the number line symbols, ask a pupil which symbol goes with his picture. Have Wink aid the pupil.

T: /pointing to symbols/
Which symbol goes with your picture?
W&P: The (eighth) one.

Continue with the other seven pictures, accepting more than one correct answer. Then select out all the pictures that describe today's weather and summarize. Have Wink help the class to repeat.

T: /selecting today's weather/
It's a (cold), (windy), (sunny) day.
W&C: It's a (cold), (windy), (sunny) day.

TAKE-OFF IDEAS

*During music, help the class make up weather questions and answers to sing to the tune of "Twinkle, Twinkle Little Star". For example, have the boys sing "Is it rainy outside today?" and have the girls respond, "Yes, it's rainy outside today."

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 63

Review	LINGUISTIC FOCUS	Introduce
Is it sunny today? (Yes), it (is). It (is) sunny today. Are there a lot of clouds in the sky? (No), there (aren't). There (aren't) a lot of clouds in the sky. sunny, cloudy cloud, sky; today		Was it sunny yesterday? (Yes), it (was). It (was) sunny yesterday. Were there a lot of clouds in the sky? (No), there (weren't). There (weren't) a lot of clouds in the sky. ninth, tenth; was, were yesterday; weather; ice; icy

LINGUISTIC COMMENTARY

Typical language problems are: confusion of was - were, nine - ninth, ten - tenth, substitution of "wass" for was, "wear" for were, "jesterday" for yesterday, "wearin" for weren't, "nint" for ninth, "tent" for tenth, and "boat" for but.

Review	CONCEPTUAL FOCUS	Introduce
Describing weather conditions using two attributes		Identifying kinds of weather in the recent past Identifying the missing number on a number line

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty recalling past weather and comparing it with present weather using weather symbols.

MATERIALS

Activity 1: Prepare two chalk "weather squares" to be used in Activities 1 and 2 and in Lesson 64; use Wink.
Activity 2: Use the chalk "weather squares" from Activity 1, and Wink.
Activity 3: Prepare a chalk number line from 1 to 10, leaving out the numerals for 9 and 10 under their marks; use the weather symbols from Lessons 61 and 62, the accompanying cloud and ice symbols, and Wink.

1. CLOUDY WEATHER

Draw a square on the chalkboard and draw weather symbols that correspond to today's weather inside the square. Point to the symbols and ask the class if it is sunny today and if there are a lot of clouds. Have Wink model the responses for the class.

T: /pointing to square/
Is it sunny today?
W: (No), it (isn't). It (isn't) sunny today.
W&C: (No), it (isn't). It (isn't) sunny today.
T: Are there a lot of clouds in the sky?
W: (Yes), there (are). There (are) a lot of clouds in the sky.
W&C: (Yes), there (are). There (are) a lot of clouds in the sky.

Attach another square onto the left side of the "today" square and draw the weather symbols for yesterday's weather in the new square. Repeat, substituting yesterday for today and (was/wasn't) and (were/weren't) for (is/isn't) and (are/aren't) while referring to yesterday's weather. Repeat again, guiding the girls and then the boys, to ask and answer the questions.

2. THE WEATHER CHANGE

Using the "weather squares" from Activity 1, point to the different weather symbols, asking if the weather is the same today as it was yesterday. After the class responds, have a volunteer point to different symbols as Wink models the statements for the class.

T: /pointing to different pictures/
Is the weather the same today as it was yesterday?
W&C: (No), it (isn't).
W: /as volunteer points/
It's (cloudy) today. It (wasn't) (cloudy) yesterday.
W&C: It's (cloudy) today. It (wasn't) (cloudy) yesterday.

Repeat, dividing the class in two groups. Have Group 1, then Group 2 ask the question of the other group.

3. CLOUD NINE

Make a number line from 1 to 10, placing one weather symbol from Lessons 61 and 62 and the accompanying cloud and ice symbols above each numeral. Make sure that the symbol above the 9 is of yesterday's weather and that the symbol above the 10 is of today's weather. Then erase the 9 and 10. Guide the class to identify the cloud and ice symbols. Using language from the first two activities question the class about yesterday's and today's weather. Have Wink help the responses.

T: /pointing to ice symbol/
Is it icy today?
C: /with Wink's help/
(No), it (isn't). It (isn't) icy today.
T: /pointing to same symbol/
Was it icy yesterday?
C: /with Wink's help/
(No), it (wasn't). It (wasn't) icy yesterday.

Next, point to the number line and ask Wink and the class to pick one symbol for today's weather. Have Wink guide them to pick the one in the tenth spot. Afterwards, print the numeral 10. Then have the class and Wink say which is yesterday's weather. Have Wink guide them to identify as you print the missing numeral 9.

T: /pointing to number line/
Which one is today's weather?
W&C: The tenth one.
T: /to class/
Which was yesterday's weather?
W&C: /pointing/
That one.
T: What number goes there?
W&C: Nine. It's the ninth one.

Continue, erasing other numbers, one at a time as the pupils close their eyes. Guide pupils to guess which numeral goes in the missing spot.

TAKE-OFF IDEAS

*Make several number lines of various lengths, with different spacing for each line. Leave several numerals out of each line to have pupils fill in.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 64

Review	LINGUISTIC FOCUS	Introduce
Did (he) (____) (today)? (He) (____) (yesterday). It (was) (cold) and (windy). light, heavy; hot, cold, windy, sunny, icy play with, wear airplane, car		play (house/truck driver/school) skate; wore outside, inside roller skates, ice skates

LINGUISTIC COMMENTARY

Typical language problems are: loss of did in questions, as in He wear light clothes?; loss of past ending -ed, as in I play for I played; substitution of "weared" for wore, "eskate" for skate, and "eschool" for school.

Review	CONCEPTUAL FOCUS	Introduce
Recording weather information on a chart Describing weather conditions using two attributes		Matching appropriate clothing with the weather Matching appropriate activities with the weather

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the relationships of weather, clothing and activities.

MATERIALS

Activity 1: Use several articles of heavy and light clothing, the "weather squares" from Lesson 63, chalk, and Blink.
Activity 2: Use the 3 accompanying pictures of Wink ice skating, roller skating inside, and roller skating outside, Wink and Blink.
Activity 3: Use the "weather squares" from Activity 1.

1. CLOTHES AND WEATHER GO TOGETHER

Have on hand Blink and several items of heavy and light outer clothing. Add another square into the right side of the weather squares you made yesterday. After determining today's weather, have a volunteer draw the appropriate weather symbols in today's square. Have the same volunteer stand near you with his coat, etc. as you ask the class about the type of clothing he wore to school today. Have Blink model the responses, including the related weather conditions. Then point to yesterday's weather square and have the volunteer pick out the type of clothing he wore to school then. Continue the questioning and answering.

T: /pointing to V's own clothing/ Did he wear (light) clothes today?
B: Yes. He wore (light) clothes today. It's (hot) and (dry).
C: Yes. He wore (light) clothes today. It's (hot) and (dry).
T: /pointing to clothing V picked for yesterday's weather/ What kind of clothes did he wear yesterday?
B: He wore (heavy) clothes yesterday. It was (cold) and (windy).
C: He wore (heavy) clothes yesterday. It was (cold) and (windy).

Repeat the activity with another volunteer, helping the girls ask the questions and having Blink help the boys respond. Repeat again as the boys ask the questions about a new volunteer.

2. SKATING WEATHER

Display the three accompanying pictures of Wink ice skating outside, roller skating inside, and roller skating outside. Have Wink and Blink on hand. Help the class ask Wink questions about her skating adventures, using the outside roller skating picture first.

T: /pointing to picture and then out window/ Did you skate outside?
T&C: Did you skate outside?
W: Yes, I did. It was sunny and warm.
T: /pointing to pictured skates/ Did you wear roller skates or ice skates?
T&C: Did you wear roller skates or ice skates?
W: I wore roller skates.
T: Did you wear heavy clothes or light clothes?
T&C: Did you wear heavy clothes or light clothes?
W: I wore light clothes.

Repeat, holding up the inside roller skating picture and using inside. Have Wink respond Yes, I did. It was cold and windy outside. Repeat again, using the outside ice skating picture. Have Wink use cold and icy. Then, using each of the three pictures a second time, ask the class the questions about Wink, using she instead of you. Have Blink help the class respond, using she and wore.

3. RECALL PLAY OF YESTERDAY

Pointing to the weather square for yesterday, recall with the class what the weather was like. Then ask individuals whether they played inside or outside, what they played, and what they wore. Cue them to describe the weather also.

T: /to individual/ Did you play outside yesterday?
Pl: Yes, I did.
T: What did you play?
Pl: I played (ball).
T: Did you wear (light clothes) or (heavy clothes)?
Pl: I wore (light clothes).
T: /pointing to yesterday's weather box/ Tell about yesterday's weather.
Pl: It was (sunny) and (hot).

Continue with other individuals, helping them use the names of the clothing they wore and the following when appropriate: I played (house/truck driver/school). Sometimes ask, "What did you play with?" and guide responses such as, I played with (an airplane/a car).

TAKE-OFF IDEAS

*Have the pupils color pictures of Wink and Blink playing ball, skating, etc. Discuss the weather conditions.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 65

REVIEW

LINGUISTIC FOCUS - REVIEW

Use of there and it as psuedo-subjects
Asking and answering questions about weather in the present and past
Using noun-adjective contrast with -y as in wind - windy
Comparing weather using same
Using ordinals first through ninth

CONCEPTUAL FOCUS - REVIEW

Identifying symbols by position on a number line using ordinal numbers
Relating clothing and activities to kinds of weather
Naming missing numbers on a number line
Distinguishing types of weather using two or more attributes such as wet or dry and hot or cold
Identifying, comparing and contrasting yesterday's and today's weather

MATERIALS

Activity 1: Use the magazine cutouts of clothing from Lesson 46, the weather symbols from Lessons 61-63, chalk, and tape.
Activity 2: Use the weather symbols from Activity 1 and chalk.
Activity 3: Use the weather symbols from Activity 1, chalk, and tape.

1. WEATHER CONDITIONS

Have the clothing cutouts from Lesson 46 on a desk. Draw a number line on the board with the numerals 0 to 10. Tape the weather symbols from Lessons 61-63 above 1 through 9. Have a volunteer select the appropriate symbol as a pupil calls out, "The (eighth) one." Tell the class that the volunteer will tell what he wore and what kind of "pretend weather" it was yesterday when the class asks him. Have the volunteer choose and show the proper clothes as he responds.

P: The (eighth) one.
T: /to class after V selects symbol/
Ask if it was (cold) yesterday.
C: Was it (cold) yesterday?
V: Yes. It was (cold) yesterday.
T: /to class/
Ask (Paul) what he wore yesterday.
C: What did you wear yesterday?
V: /selecting appropriate clothes/
I wore a (heavy coat).

Repeat. Sometimes have pupils ask volunteers questions and have the class ask, "Did you (play) inside?"

2. THE WEATHER TELLER

Use the number line from Activity 1 and erase any four numerals. Ask what numeral goes in a slot and have the pupil who answers fill in the numeral. After all are filled in, have a volunteer come to the front and choose a weather symbol. If appropriate, have the volunteer pantomime an activity related to his weather symbol such as skating, playing ball, etc. Then, tell him to ask the class what kind of day it is. After the class responds, help the class ask him if the day is cold or hot, wet or dry.

T: What numeral goes here?
P1: /while writing (9)/
(Nine).
T: /to V, after all numerals are in/
Ask the class what kind of a day it is.
V: What kind of day is it?
C: It's a (windy) day.
T&C: Is it a (wet) day or a (dry) day?
V: It's a (dry) day.

Continue with new volunteers.

3. WHAT NUMBER PLEASE?

Divide the class in two groups. Use the number line from Activity 1. Have a volunteer call out the ordinal of a symbol that corresponds to yesterday's weather. Have Group 1 ask Group 2 about yesterday's weather, referring to the symbol the volunteer identified. Continue with other symbols until yesterday's weather is fully described, taping each chosen symbol far above the number line. Help the class summarize yesterday's weather.

V: identifying a symbol of yesterday's weather/
The (fifth) one.
G1: Was it (rainy) yesterday?
G2: Yes. It was (rainy) yesterday.
T&C: /after yesterday's weather is described/
Yesterday was a (rainy) and (cold) day.

Continue with today's weather, taping the symbols chosen for today's weather above the symbols for yesterday's and having Group 2 be questioners. If duplicate symbols are needed, draw them with chalk. Then, guide each group to ask the other to compare the weather using Is the weather the same today as it was yesterday? Next, summarize with the class using statements such as It's (sunny) today. It wasn't (sunny) yesterday.

SUGGESTED FIELD TRIP

Set aside a few moments each day for five days for the class to go outside and observe and talk about the weather using the language from Lessons 61-64. Record each day's weather trip on a large sheet of paper. At the end of the five days, display the record sheet asking the class what kind of weather they observed during their weather trips. Record each day's weather on the chalkboard using the weather symbols. Then ask which days had similar weather and why they were similar. Group the similar symbols. Next, help the class summarize if the weather has been the same, different, cloudy, etc.

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Contrasting winter, summer, spring, and fall as to frequency of weather conditions
- Measuring using an arbitrary unit
- Ordering the seasons
- Recording weather information on a chart
- Describing local weather conditions
- Identifying regions on the globe and comparing weather in the regions with local weather
- Describing weather conditions using information from a chart

MATERIALS:
- Activity 1: Use the summer and winter pictures from English Lesson 46, the weather symbols of raindrops, snowflakes, and sun from English Lesson 61 and 62, the snowman cutouts from English Lesson 66, tape and chalk.
- Activity 2: Use the 4 season pictures from English Lesson 67, crayons and paper for each child, and chalk.
- Activity 3: Use the 4 season pictures from Activity 2, the weather symbols from English Lessons 61-63, and tape.
- Activity 4: Use the 4 season pictures from Activity 2, the weather symbols from English Lesson 68, the globe, and chalk.

1. INVIERNO Y VERANO (to accompany lesson 66) WINTER AND SUMMER

Muestre láminas de invierno y verano. Pegue cada una en un extremo de la pizarra. Pregunte si nieva siempre en invierno. Coloque recortes de nieve cerca del invierno. Proceda igual con gotas de agua y con el sol. Refiriéndose a ambas láminas use algunas veces, a menudo y casi siempre. Diga a la clase que en invierno se pueden hacer muñecos de nieve. Dibuje uno bien grande en la pizarra. Coloque al lado uno pequeñito. Haga que comparen el tamaño. Ponga varios muñecos sobre el muñeco de nieve pequeño hasta alcanzar la altura del grande. Cuéntelos con los niños hasta que puedan decirle cuántos pequeños necesita para alcanzar la altura de uno grande. Repita dibujando un nuevo muñeco grande.

Show pictures of winter and summer. Tape each at opposite ends of the chalkboard. Ask if it always snows in winter. Place snowflakes near the winter picture. Do the same with the raindrops and sun, using the pictures. Use sometimes, often, and usually. Tell the class that in winter they can make snowmen. Draw a very big one on the board. Place a tiny one beside it. Have them compare sizes. Add more snowmen above the small one, until the height of the big one is reached. Count them with the pupils until they can tell you how many small ones are necessary to equal the height of one large one. Repeat, drawing another large snowman.

2. LA CAIDA DE LAS HOJAS (to accompany lesson 67) THE FALLING OF THE LEAVES

Coloque en su orden láminas de las cuatro estaciones. Pregunte cuándo es siempre frío o siempre caliente, cuándo caen las hojas y cuándo retoñan hojas y flores. Al referirse a cada estación muestre la lámina correspondiente. Hágales saber que hay partes del mundo en donde siempre hace calor o frío. Reparta hojas de papel para que dibujen un árbol en primavera y otro en otoño. Haga notar que no hay dibujos en la pizarra. Escriba el numeral 0. Coloque los dibujos en la pizarra uno arriba del otro. Haga que los cuenten y digan cuántos caben en línea hacia arriba en la pizarra escribiendo el numeral correspondiente al lado de cada dibujo.

Put the pictures of the four seasons in order. Ask when it is always cold or always hot, when the leaves fall and when the leaves and flowers appear. Point to the corresponding picture as you refer to each season. Tell the class that there are parts of the world where it is always hot or cold. Hand out paper so that they may draw a tree in spring and another in fall. Point out that there are no pictures on the board. Write the numeral 0. Place the drawings on the board, one above another. Have them count and say how many fit in a vertical line on the board, writing the corresponding numeral by each drawing.

3. EL TIEMPO EN MICHIGAN (to accompany lesson 68) THE WEATHER IN MICHIGAN

Pegue en el pecho a cada uno de cuatro niños la lámina de una de las cuatro estaciones. Pídales que se tomen de la mano dándose las espaldas entre ellos. Colóquelos de manera que la clase pueda ver una lámina cada vez que giren. Pregunte cuál estación es la que muestra, cuál viene después y cuál estaba antes. Ponga frente a la clase al verano. Muestre símbolos que representen condiciones de tiempo. Permita a niños que escojan los que se dan aquí en verano. Colóquelos en la pizarra. Repita con las otras estaciones.

Attach one of the pictures of the four seasons to each of four pupils' chests. Ask them to hold hands, turning their backs to each other. Arrange them so that the class may see one picture each time they rotate. Ask which season is being shown, which comes next and which went before. Have "summer" stand in front of the class. Show symbols of weather conditions. Permit children to select those which occur here in summer. Place them on the board. Repeat with the other seasons.

4. COMPARANDO CLIMAS (to accompany lesson 69) COMPARING CLIMATES

Muestre Michigan en la esfera. Usando los símbolos del tiempo forme un cartel que represente cada una de las cuatro estaciones en Michigan. Identifique los polos. Explique como es el clima ahí. Afirme lo anterior mediante preguntas usando siempre, nunca y algunas veces con llueve, nieva, hace calor, es húmedo o seco, etc. Señale Puerto Rico en la esfera. Proceda igual a como lo hizo con los polos. Compare las condiciones de tiempo de estos lugares con las de Michigan usando el cartel con los símbolos.

Point to Michigan on the globe. Using the weather symbols, make a chart representing each of the four seasons in Michigan. Identify the poles. Explain what the weather is like there. Then, ask about the poles' weather through questions, using always, never and sometimes with It rains, It snows, It's hot, It's wet, or dry, etc. Point to Puerto Rico on the globe. Proceed in the same way as you did with the poles. Compare the weather conditions of these places with Michigan's using the symbol chart.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 66

Review	LINGUISTIC FOCUS	Introduce
It (snows) in (winter). Is (_____)? Does (_____)? some winter, summer; day snow, rain (verbs) cold, hot		Does it (snow) every day in (winter)? It (snows) some days in (winter), but it doesn't (snow) every day. It (sometimes) (rains) in (winter). It's usually (cold) in (winter). but every sometimes, often, usually

LINGUISTIC COMMENTARY

Typical language problems are: loss of -s ending on does, snows, rains; addition of -s, as in Does it snows in winter?; loss of it, as in Sometimes snows in winter; loss of does in negative, as in It not snow every day; and substitution of "all the days" for every day, and "sometime" for sometimes.

Review	CONCEPTUAL FOCUS	Introduce
Describing weather conditions using two attributes		Discriminating and describing winter and summer as to frequency of weather conditions Measuring using an arbitrary unit, such as counting the number of small snowmen needed to reach the height of a big one

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty in understanding the degree of frequency expressed in such terms as sometimes, often, and usually.

MATERIALS

Activity 1: Use the pictures of a snowy day and a rainy day from Activity 1, Lesson 61, the picture of a sunny summer day from Lesson 62 and the accompanying pictures of a cold rainy day, and a sunny winter day, and Blink and Wink.

Activity 2: Use the summer and winter pictures from Lesson 46, and Blink.

Activity 3: Prepare 12 small snowman cutouts all the same size; use the summer and winter pictures from Lesson 46, chalk, and Wink.

1. RAIN OR SNOW

Tape up the pictures of a snowy day and a rainy day from Lesson 61, the sunny, summer day from Lesson 62, and the accompanying pictures of a cold, rainy day, and a sunny, winter day. Point to the appropriate picture and ask Wink and the class if it snows in winter. Have the class repeat Wink's reply.

T: /pointing to appropriate picture/ Does it snow in winter?
W: Yes. It snows in winter.
C: Yes. It snows in winter.

Repeat with rain and summer. Continue, pointing to each winter picture and asking if it snows every day in winter. Use Blink to aid the class' response.

T: /pointing to winter pictures/ Does it snow every day in winter?
B: /modeling for class/ No. It snows some days in winter, but it doesn't snow every day.
B&C: No. It snows some days in winter, but it doesn't snow every day.

Repeat with the summer pictures and rain. Continue having groups point to the pictures and ask the question. Then, pointing to the cold, rainy picture ask the class and Wink if it sometimes rains in winter.

T: /points to cold, rainy picture/ Does it sometimes rain in winter?
W: Yes. It sometimes rains in winter.
C: Yes. It sometimes rains in winter.

2. WINTER OR SUMMER

Show pictures from Activity 1, Lesson 46. Divide the class into two groups. Using Blink, help Group 1 ask Group 2 if it is usually hot in winter or in summer. Guide Group 2's answers.

B: Is it usually hot in winter or summer?
G1: Is it usually hot in winter or summer?
T: It's usually hot in summer.
G2: It's usually hot in summer.

Repeat using cold with winter and summer, giving each group a chance to respond. Then have Blink ask if it snows in winter. Guide the class to respond.

B: Does it snow in winter?
T: Yes. It often snows in winter.
T&C: Yes. It often snows in winter.

Continue the dialog using rain and summer. Repeat with pupils as Blink.

3. MR. SNOWMAN

Tape on the board a picture of summer and one of winter from Activity 1. Draw a raindrop, snowflake and a large snowman. Place a pile of small snowman cutouts nearby. Divide the class in two groups. Cue Group 1 to ask Group 2 about summer and winter weather, by pantomiming and pointing to the pictures and drawings. Use Wink to guide the response. After each answer using winter, have a member of the answer group go to the board and tape up a small snowman.

G1: /as T points to raindrop and winter pictures, helping if needed/ Does it rain in winter?
G2: /with Wink's help if necessary/ It sometimes rains in winter.
Pupil from Group 2 tapes up snowman.
G1: /as T points to winter and summer pictures and shivers/ Is it usually cold in winter or summer?
G2: It's usually cold in winter.
Pupil from Group 2 tapes snowman on board.

Continue with Group 2, then individuals, as questioners. When all the cutouts are taped up, point out that the chalk snowman is bigger than the cutout snowmen. Then have volunteers measure how much bigger by helping them tape small snowmen end to end on the chalk drawing. Count the final whole number of small snowmen needed.

TAKE-OFF IDEAS

*As you begin each new activity of the school day, have the class tell how often the activity takes place using every day, usually and often.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 67

Review	LINGUISTIC FOCUS	Introduce
Is (____)? Do (____)?		Is it ever (cool) in (spring)? It's sometimes (cool) and sometimes (warm).
sometimes hot, cold summer, winter		ever cool, warm spring, fall; leaf, leaves, tree fall off, come out

LINGUISTIC COMMENTARY

Typical language problems are: loss of it, as in Is sometimes cool; confusion of do and does; substitution of "espring" for spring, "leafs" for leaves; and "comb" for come.

Review	CONCEPTUAL FOCUS	Introduce
Measuring using an arbitrary unit Contrasting summer and winter weather conditions		Describing spring and fall weather conditions Measuring, starting at zero Using whole numbers to label units of linear measurement

CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding the different degrees of hotness and coldness described by the terms hot, warm, cold, and cool.

MATERIALS

Activity 1: Prepare 4 jars of water, hot, warm, cool, and icy; use the pictures of summer and winter from Activity 1, Lesson 46, and the accompanying pictures of spring and fall, and Wink.

Activity 2: Prepare 12 colored leaves, all the same length, and 12 small green leaves; use the 4 season pictures from Activity 1, chalk, and Wink.

Activity 3: Prepare a palm leaf 18 inches long; use the colored and green leaves from Activity 2, chalk, Wink and Blink.

1. SPRING AND FALL

Place four jars of water, one very hot, one warm, one cool, and one with ice in it on a table. Have the class feel the jars while you tell the relative temperature of each. Then show the accompanying pictures of spring and fall, and identify each. Hang them up with the summer and winter pictures from Activity 1, Lesson 46, in the proper seasonal order. Then ask the class about the weather in spring. Use Wink to guide the response.

T: This is spring. This is fall. Is it ever cool in spring?
W: It's sometimes cool and sometimes warm.
W&C: It's sometimes cool and sometimes warm.

Continue with fall helping pupils ask the question. Repeat, guiding the pupils to use hot, warm, cool, and cold with the four seasons.

2. THE FALLING OF THE LEAVES

Tape up the four season pictures from Activity 1. Draw a large tree on the board. Tape twelve colored leaves, all the same length, on the tree. Guide the pupils to identify the tree and a leaf, and the leaves. Point to the fall picture, then take some leaves off the board, and drop them on the floor. Explain that leaves fall off the trees in fall. Then have Wink ask the class if the leaves fall off in spring or fall and guide them to respond.

T: The leaves fall off the trees in fall.
W: Do the leaves fall off in spring or fall?
T&C: They fall off in fall.

Continue with pupils asking the questions and dropping the leaves until all are on the floor. Explain that there are no leaves on the trees in winter, and point to the winter picture. Then, point to the spring picture. Show the class small green leaves and tape a few on the tree saying that the leaves come out in the spring. Have Wink ask when the leaves come out. Guide the class to respond.

T: The leaves come out in spring.
W: Do the leaves come out in spring or fall?
T&C: They come out in spring.

Continue having pupils ask the question and tape on the leaves.

3. THE GIANT PALM

Make a palm leaf 18 inches long. Draw two trees on the chalkboard. Tape the colored leaves from Activity 2 on one. Near the other place the small green leaves. Say that Wink and Blink are from a part of the world where seasons are different and they want to know what the seasons are like here. Choose pairs of pupils to be Wink and Blink. Choose another pupil to either tape up leaves or let them fall, to cue Wink's and Blink's questioning.

W&B: /with T's help after V has dropped leaves/ Do the leaves (fall off) in spring or fall?
C: The leaves (fall off) in fall.

Then guide Wink and Blink to ask about the temperature in spring and fall.

W&B: Is it ever (cool) in spring?
C: It's sometimes (cool) and sometimes (warm).

Repeat the dialogs with other pupils as Wink and Blink, until all green leaves are taped up and all colored leaves taken down. Then show the class the palm leaf from Wink's and Blink's home. Tape it on the board and help the class measure it by taping colored leaves, end to end along its length, starting on a line at the bottom of the palm leaf marked zero. Count each colored leaf and write the appropriate numeral on a line drawn from the top end of each leaf.

TAKE-OFF IDEAS

*Have the class bring in different kinds of leaves and arrange them in order of size on a bulletin board.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 68

LINGUISTIC FOCUS

Review

It (usually) (snows) a lot in (winter).
It's sometimes (warm) and sometimes (cool) in (spring).

spring, summer, fall, winter
a lot; weather
usually, sometimes
hot, warm, cool, cold, wet, dry

Introduce

What season comes (after) (fall)?
(Winter) comes (after) (fall).
When (does it usually snow a lot)?
What kind of weather does Michigan have in (spring)?
In (spring), it's (____).

season, Michigan
before, after

LINGUISTIC COMMENTARY

Typical language problems are: loss of -s on verbs, as in What season come; loss of does in questions, as in When it usually snows; substitution of the "ch" sound for the "sh" sound in Michigan.

CONCEPTUAL FOCUS

Review

Recording weather information on a chart
Contrasting the seasonal weather conditions

Introduce

Ordering pictures of the seasons
Describing local weather conditions

CONCEPTUAL COMMENTARY

A typical conceptual problem is: relating symbols to season and weather conditions in sequence.

MATERIALS

Activity 1: Prepare several duplicate sets of the weather symbols from Lessons 61-63 and warm and cool symbols; use the 4 season pictures from Activity 1, Lesson 67, tape, and Wink.

Activity 2: Use the 4 season pictures and the weather symbols from Activity 1, a map of Michigan and one of the United States, a globe, tape, and Wink.

Activity 3: Use the 4 season pictures and the weather symbols from Activity 1, tape, and Wink.

1. THE WEATHERMEN

Hang up the four season pictures used in Activity 1 of Lesson 67 in a circle arrangement, with arrows indicating which season follows which. Point to and identify each season. Divide the class in two groups. Help Group 1 ask about the order of the seasons. Have Group 2 point to the appropriate picture and have Wink guide their answers.

T: /pointing to all the pictures/ What season comes after (fall)?
G1: What season comes after (fall)?
Group 2 points to appropriate picture.
W: (Winter) comes after (fall).
G2: (Winter) comes after (fall).

Continue, substituting before for after. Then repeat, with Group 2 asking the questions. Then, draw a row of four squares, linked together, to begin a seasonal weather chart. Tape one of the season pictures in each box. Using the weather symbols you prepared, help the class be weathermen having one group ask the other about a weather symbol as a volunteer holds it up. Use Wink to guide the response. Then have the volunteer tape it in the appropriate picture box on the chart. Tape up duplicates of symbols when the type of weather represented occurs often.

T: /modeling for G2 as V holds up snow symbol/ When does it usually (snow) a lot?
G2: When does it usually (snow) a lot?
W: It usually (snows) a lot in (winter).
G1: It usually (snows) a lot in (winter).

Continue with other symbols. Have one pupil hold up warm and cool symbols and use the question When is it sometimes (warm) and sometimes (cool)? Have another pupil give the answer It's sometimes (warm) and sometimes (cool) in (spring). Help the first pupil place both symbols on the chart.

2. WINK THE TEXAN

Show the class a map of Michigan and tell them that Michigan is where we live. Then, point out Michigan and Texas on a map and on a globe. Divide the class in two. Pretend Wink's group is from Texas and would like to know about the weather in Michigan. Hang up the four season pictures from Activity 1 near the map of Michigan. Use Wink to lead Group 1 to ask about the weather. Help Group 2 respond.

W: What kind of weather does Michigan have in (spring)?
G1: What kind of weather does Michigan have in (spring)?
T: In (spring) it's sometimes (wet) and (cool).
G2: In (spring) it's sometimes (wet) and (cool).

After weather in a season is identified have a pupil place the proper symbol from the Activity 1 chart under the season picture. Vary the activity by having Group 2 ask, "When is it (hot) in Michigan?" and Group 1 respond "It's usually (hot) in (summer)."

3. HIDDEN WEATHER

Hide three of the four season pictures and all the weather symbols used in Activity 1 around the room. Tape up the fourth season picture. Have individuals search for the pictures and then the symbols. As they are found ask the class about them, having Wink aid if needed. Then tape them on the chalkboard in the appropriate areas.

T: /as Ps find each season picture/ Which comes (first), (fall) or (winter)?
C: /with Wink's help, if needed/ (Fall) comes (first).
T: /as each symbol is found/ When does it usually (snow) a lot?
C: It usually (snows) a lot in (winter).

Continue until all the symbols have been found and placed on the chalkboard. Sometimes have the "finder" question the class.

TAKE-OFF IDEAS

*Have pupils bring snapshots of themselves or friends in outside settings. Discuss the pictured weather.

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE LESSON 69

Review	LINGUISTIC FOCUS	Introduce
Is it (ever) (cold) (here)? It's (sometimes) (cold) (here). Where is it (____)? Does it ever (snow) there? sometimes, usually, ever but; warm, cool, cold Michigan		It never (snows) there. It is (always) (cold) (at) (the North Pole). at never, always North Pole, South Pole, Puerto Rico like (=similar)

LINGUISTIC COMMENTARY

Typical language problems are: use of double negative, as in It doesn't never snow there; confusion of at and in; substitution of "en" for in, "Nort" for North, and "Sout" for South.

Review	CONCEPTUAL FOCUS	Introduce
Recording weather information on a chart Describing weather conditions using at least two attributes		Identifying regions on the globe Comparing weather conditions of regions on the globe Comparing local weather and weather in other regions Describing weather conditions using information from a chart

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that different parts of the earth may have different weather conditions; difficulty understanding the representations of these areas on a small scale.

MATERIALS

Activity 1: Use the sets of weather symbols from Lesson 68, the accompanying picture labels of the North Pole, South Pole and Michigan, a globe, chalk, tape, and Blink.

Activity 2: Use the accompanying picture label of Puerto Rico, the weather charts from Activity 1, the globe, chalk, tape, and Blink.

Activity 3: Use the weather charts on the board from Activities 1 and 2, the globe, and Wink.

1. EXPLORING, POLE TO POLE

On the chalkboard make a weather chart for the North Pole, South Pole, and Michigan, placing symbols for snow, ice, wind and cold in each of the Pole boxes, and the various symbols that represent Michigan weather in the other box. Show the accompanying pictures of the three places, point out these areas on the globe and then tape each picture above its box. Then, using Blink, help the class answer questions.

T: /pointing to NP and weather chart/
Is it ever cold at the North Pole?
B: /modeling for class/
It's always cold at the North Pole.
C: It's always cold at the North Pole.

Continue, describing weather at the South Pole and in Michigan, and using ever, never, and always. Then divide the class into four groups. Have one group be "explorers" while the other groups pretend to live at one of the three locations. Blink and the "explorers" will try to discover where each group lives by asking weather questions.

G4: /pretending to be explorers and asking Michigan group/
Is it (ever) (cold) (here)?
G3: /with teacher's help/
It's (sometimes) (cold) (here).
G4: Is it (ever) (hot) (here)?
G3: It's (sometimes) (hot) (here).
G4: Is this Michigan?
G3: Yes, it is.

Continue, having groups change roles.

2. ISLAND VISITORS

Add a box onto the weather chart from Activity 1. Point out Puerto Rico on the globe and tape the label for Puerto Rico above the new box. Divide the class in two groups. Explain that Blink's group lives in Puerto Rico and has come to Michigan to visit. They are surprised by the weather they see. Help the class discover why Blink's group is surprised by asking questions about the weather in Puerto Rico. Choose a volunteer to place the weather symbols for <u>sun</u> and <u>hot</u> in the new box as the weather is described.

T: /pointing to Puerto Rico/
Does it ever (snow) there?
B: No. It never (snows) there.
B&Gl: No. It never (snows) there.

Continue asking about other weather conditions in Puerto Rico. Then, have Blink help the class ask you where the weather is like or not like the weather in Michigan.

C: /with Blink's help/
Where is it (like) Michigan?
T: /indicating place on globe/
It's (like) Michigan (here).

3. GLOBAL EXPERTS

Display the pictures of the North Pole, South Pole and Michigan above their weather boxes as in Activity 1. Put your finger on Michigan on the globe, and have Wink guide the class to ask you questions about the weather there in order to guess whether you're at Michigan, the North Pole, the South Pole or Puerto Rico. Explain to the class that they can look at the weather boxes to help them guess.

W: Is it ever (cold) there?
C: Is it ever (cold) there?
T: Yes.
W: Is it always (cold) there?
C: Is it always (cold) there?
T: No.
W&C: Is it Michigan?
T: Yes. It's Michigan.

Continue, with the Poles and Puerto Rico. Then, have Wink help volunteers ask you where it is like Michigan.

V2: /with Wink's help/
Where is it like Michigan?
T: /pointing on globe/
It's like Michigan here.

Continue with <u>Where is it not like Michigan?</u>

TAKE-OFF IDEAS

*Help the class keep their own weather charts for a week. Then discuss them, pointing out the changes.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 70

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 7 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 7. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 70 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Describing weather conditions
Asking and answering questions about weather in the present and past
Using psuedo-subjects it and there with linking verb be in the past and present
Using adverbials of frequency such as usually, always, sometimes, etc.

INCLUDED CONCEPTS

Distinguishing between kinds of weather using one and two attributes
Identifying kinds of weather in the present and past
Identifying pictures by position on a number line using ordinal numbers
Describing the weather of the seasons
Describing weather conditions in different parts of the world and in Michigan

MATERIALS

Activity 1: Use chalk, 2 pieces of paper, and tape.
Activity 2: Use chalk, 9 different weather symbols from Lessons 61-63; and the four season pictures from Lessons 46 and 67.
Activity 3: Use chalk, weather symbols from Lesson 68, a globe, and tape.

1. TELL US, MR. WEATHERMAN

Before the activity, pull the shades to conceal today's real weather, and draw two boxes on the chalkboard. Make pictures of yesterday's weather conditions in one box and today's in the other. Tape a piece of paper over each box in such a way that the sheets can be lifted to reveal the boxes. Choose a "weatherman" to peek at today's weather box. Have volunteers question him about today's weather.

T: /to volunteer, after "weatherman" peeks at today's box/
Ask (Juan) about today's weather.
V1: Is it (sunny) today?
P: /recalling what he saw under the paper/
Yes, it is. It's (sunny) today.
V2: Are there many clouds in the sky today?
P: No. There aren't many clouds in the sky.

Continue until all of the conditions describing today's weather have been guessed. Then have the "weatherman" lift the paper, revealing today's weather. Then repeat the activity, having another "weatherman" peek under yesterday's paper and having volunteers ask him about yesterday's weather with questions such as Was it (sunny) yesterday? and Were there many clouds in the sky? Then have the "weatherman" show the box to the class and choose a volunteer to make a summary statement about yesterday's and today's weather.

2. THE FOUR SEASONS

Before beginning the activity, prepare on the chalkboard a number line, including the numerals 1-9. Draw a different weather symbol above each numeral. Have on hand, the four season pictures from Lessons 46 and 67. Give a volunteer one of the four pictures and have him walk around, stopping in front of a classmate. Have the classmate identify a weather symbol on the chalkboard and then ask the picture holder a question about his picture, including the name of the symbol chosen from the number line.

T: /pointing to number line symbols/
Which one do you want?
P1: /choosing number line symbol, snow/
The fifth one.
T: /to P1/
Ask (Jose) a question about his picture.
/pointing to chosen symbol, snow/
Use this in the question.
P1: /to pupil holding picture/
Does it always snow in (winter)?
V: No. It snows some days in winter, but it doesn't snow every day.

Continue, giving other pupils the other three season pictures, one at a time.

3. ANSWER TIME: CHART TALK

Construct two weather charts on the board. On the first, tape the following sequence of symbols, one in each box: cold, snow, rain, wind. On the second tape: hot, dry, wind, rain. Explain that these charts represent the weather for the same days but in different parts of the world. The first one represents Michigan, the second, Puerto Rico. Point out each on the globe. Ask if either had similar weather, then if they had different weather. Ask why they had different weather. Have volunteers point to the symbols as they discuss them.

T: /pointing to the 2 charts/
Was the weather in Michigan like it was in Puerto Rico?
V1: /pointing to symbols/
It rained here and it rained here.
T: Are any other symbols alike?
V2: They both had wind.
T: Are any of the symbols different?
V3: It snowed here, but it was dry here.
T: /after cold and dry identified/
Why did they have different weather?
V4: It's warmer there than it is there.

Continue having pupils make up weather charts. Discuss the new charts.

TAKE-OFF PROGRESS CHECK

*While waiting for drinks, etc., have pupils take a weather symbol out of a bag and make up a sentence about it.

RECORD SHEET - LESSON 70

Following is a list of the main structures checked in Lesson 70. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
It's (raining).	𝍸 𝍸	𝍸	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

	STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1.	Is it (sunny) today?				
	It's a (windy) day.				
	Are there many (--)?				
	There (are) (many) (--).				
	Was it (windy) yesterday?				
	It was a (windy) day.				
	It was (raining).				
	Were there many (--)?				
	There weren't (--).				
2.	The (fifth) one.				
	...sometimes				
	...often				
	...always				
	...usually				
	...never				
	...some days				
	...every day				

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
61	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
62	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
63	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
64	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
65	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
66	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
67	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
68	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
69	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
70	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME _____ SCHOOL _____

POSITION _____ CITY _____

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE UNIT 8 - OVERVIEW

The first grade child is often concerned about the types of houses and clothing needed by people in mobile conditions or in far away regions. In order to understand information about various housing and clothing needs, the Spanish-speaking child needs to understand and use questions and statements in English dealing with the relationships between localities and basic family needs.

LINGUISTIC FOCUS

Unit Eight contains questions and answers providing the pupils practice in:

USING WAS/WERE WITH -ING VERB FORMS AND AS SUBSTITUTES

USING GOING TO WITH PRESENT FORMS OF BE AND -ING VERB FORMS

USING WHEN AND WHERE CLAUSES AS VERB MODIFIERS

USING INFINITIVE PHRASES OF PURPOSE, AS A PLACE TO EAT

USING QUESTIONS WITH WHY AND RESPONSES WITH BECAUSE

USING SEQUENCE SIGNALS ELSE, TOO, NEITHER AND CONNECTIVES AND SO AND AND NEITHER

CONCEPTUAL FOCUS

Unit Eight contains activities which are basically designed to help the first grade child with the following:

DESCRIBING TWO AS BEING ONE AND ONE MORE, THREE AS BEING TWO AND ONE MORE, ETC.

IDENTIFYING THE PLUS SIGN AS MEANING AND

OBSERVING THAT WHEN 0 IS ADDED TO A NUMBER THE RESULT IS THE SAME AS THE ORIGINAL NUMBER

RELATING CLOTHING AND ACTIVITIES TO WEATHER

IDENTIFYING DIFFERENT KINDS OF HOUSING NEEDS AND TYPES OF SHELTER

RELATING SHELTERS TO GEOGRAPHIC AND WEATHER CONDITIONS

IDENTIFYING THE EQUAL SIGN AS MEANING EQUALS

IDENTIFYING THE PLUS SIGN AS MEANING PLUS

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Relating specific items of clothing to weather conditions and to activities
- Discriminating objects on the basis of past and present configurations
- Describing two as being one and one more, three as being two and one more, etc.
- Identifying clothing on basis of specialized usage
- Identifying the plus sign as meaning and
- Observing that one more can be added to a number
- Observing that when 0 is added to a number the result is that number
- Identifying specific items of clothing as being worn for safety reasons

MATERIALS:

Activity 1: Use the 2 season pictures from English Lesson 46, boy, and boot, coat, hat, and mitten cutouts from Lesson 71, and the accompanying summer clothes cutouts.

Activity 2: Prepare 2 raincoat cutouts; use the patterns, 3 raincoats, and 5 children cutouts, all from English Lesson 72, tape, and chalk.

Activity 3: Use the pajama and swimsuit cutouts, and the bed picture from English Lesson 73, and the accompanying horse, cowboy clothes, skiing, and ski clothes and chalk.

Activity 4: Prepare 5 motorcycle and 5 rowboat cutouts using the accompanying patterns, 3 helmets and 3 life jackets using the patterns from English Lesson 74; use the 2 helmets and 2 life jackets from English Lesson 74, the 5 children cutouts from Activity 2, the accompanying plus sign cutout, and chalk.

1. VISTIENDO UN MUÑECO (to accompany lesson 71) DRESSING A DOLL

Coloque en el franelógrafo un muñeco de papel. Cerca ponga una lámina de invierno. Muestre recortes de ropa. Guíe a la clase para que digan la ropa apropiada para que use en un día de invierno. Cada vez que indiquen una pieza pregúnteles por qué, antes de ponérsela al muñeco. Repita con la lámina de verano. Pregunte qué usaba antes y por qué. Varíe permitiendo ahora que distintos niños vayan a poner una pieza cada uno al muñeco. Cada vez que lo hagan cuente con la clase las piezas que tiene puestas; pregunte cuántas tenía antes y cuántas tiene ahora.

Place a paper doll on the flannelboard. Place a picture of winter near it. Show cutouts of clothing, and guide the class to choose the appropriate outfit for a winter day. Before putting each article of clothing on the doll, ask them why they chose it. Repeat with the picture of summer. Ask what the doll wore before and why. Vary the activity allowing several children to go and each put an outfit on the doll. Each time they put one more piece on, help the class count the total number of pieces. Ask how many the doll had before and how many it has now.

2. SUMANDO (to accompany lesson 72) ADDING

Pegue en la pizarra cinco muñecos de papel. Dibuje lluvia alrededor. Pregunte qué ropa necesitan los muñecos. Dé impermeables a dos niños haciendo que los muestren. Escriba el numeral 2. Llame otro niño y dándole otro impermeable diga, "Tenemos dos, y uno más." Ponga el signo + al lado del 2 formando la suma 2+1 son 3. Coloque los impermeables a los muñecos. Cuente con los niños los tres muñecos con impermeable. Escriba un 3. Llame un nuevo niño, déle un impermeable y forme otra suma. Continúe hasta que todos los muñecos tengan impermeable.

Tape five paper dolls on the chalkboard. Ask what clothes the dolls need. Give raincoat cutouts to two children and have then show these to the class. Write the numeral 2. Call another child and give him a raincoat, saying, "We have two, and one more." Put the + sign beside the 2 to make the equation 2+1 is 3. Place the three raincoats on the three dolls. Help the children count the three dolls with raincoats. Write the numeral 3. Call another child, give him a raincoat, and make another equation. Continue until all the dolls have a raincoat.

3. ¿CUAL ROPA DEBE USAR? (to accompany lesson 73) WHICH CLOTHES SHOULD BE WORN?

Ponga las láminas que se acompañan en manos de niños. Muestre el caballo. Pregunte cuál de la ropa se usa para montar a caballo. Coloque el caballo y la ropa de vaquero uno al lado del otro. Describa cada lámina como un conjunto de uno. Proceda igual con las demás láminas. Cuando observen que no hay un lugar para usar el traje de baño coloque esa lámina alejada de las otras y dibuje a su lado un cuadro con el numeral 0. Descríbalo come el conjunto vacío. Ayúdelos a contar los tres conjuntos de ropa. Escriba el numeral 3, acerque el traje de baño formando la suma 3+1 son 4. Cuente las otras láminas. Forme la suma 3+0 son 3. Use y en vez de más.

Put the accompanying pictures in the children's hands. Show the horse and ask what clothing is used to ride a horse. Place the horse and the "cowboy" clothes beside each other. Describe each picture as a set of one. Do the same with the rest of the pictures. When they notice that there is no place to wear the swimsuit, separate that picture from the others and beside it draw a square with the numeral 0. Describe it as the empty set. Help them count the three sets of clothing, write the numeral 3, and add the swimsuit to complete the equation 3+1 is 4. Count the other pictures, forming the equation 3+0 is 3. Say and, not plus.

4. ROPA DE SEGURIDAD (to accompany lesson 74) SAFETY CLOTHES

Coloque en la pizarra cinco muñecos de papel. Pregunte de cuántos miembros consta el conjunto. Escriba el numeral 5. Proceda igual con motocicletas. Coloque cuatro cascos procediendo igual. Una cada muñeco con una motocicleta y un casco. Haga notar que hace falta un casco. Pegue el signo + al lado de los cascos. Coloque un nuevo casco y dibuje un signo + al lado del 4. Cuente los cascos diciendo "cuatro más uno son cinco." Escriba son 5 al lado de los cascos y la suma. Repita usando botes y salvavidas.

Arrange the five paper dolls on the chalkboard. Ask how many members are in the set. Write the numeral 5. Do the same with the five motorcycles and the four helmets. Match each doll with a motorcycle and a helmet. Have the class note that a helmet is missing. Put the + sign beside the helmets and add a new helmet. Put the + sign beside the 4. Count the helmets saying, "Four plus one is five." Write is 5 beside the helmets and the equation. Repeat using the rowboats and the life jackets.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 71

Review	LINGUISTIC FOCUS	Introduce
That's a (____). Those are (____). What's he wearing? He's wearing a (____). There (are/were) (____).		(Was) (he) wearing (a hat) (before)? (He) (was) wearing (a hat) (before). Why ('s) (he) wearing (a coat)? Because it's cold. One and one more is two. coat, hat, mittens, boots why, because; now, before

LINGUISTIC COMMENTARY

Typical language problems are: confusion of was and were; confusion of is and are in One and one more is two; use of non-standard word order, as in Why he is wearing a coat?; substitution of "hot" for hat, and "meetin" for mittens.

Review	CONCEPTUAL FOCUS	Introduce
Describing a condition using three or more attributes, such as a paper doll having 3 items of clothing attached		Relating specific items of clothing to weather conditions Recognizing a change of clothing Describing two as being one and one more, three as two and one more, etc.

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty recalling which clothes a cutout had on before the present clothes were attached; difficulty understanding that when two sets are combined a new set is formed.

MATERIALS

Activity 1: Use the accompanying boy cutout, wearing the coat, hat, mitten, and boot cutouts, and Wink.

Activity 2: Use the boy and clothing cutouts from Activity 1, tape, Wink and chalk.

Activity 3: Use the boy and clothing cutouts from Activity 1 and tape.

1. WHY? BECAUSE

Show a boy cutout wearing cutouts of a coat, hat, mittens, and boots. Ask Wink and the class about each item.

T: /pointing to one of the cutouts/
What's that?
W: (That) ('s) (a coat).
C: (That) ('s) (a coat).

Pointing to the coat, ask, "What's he wearing?" Then ask why he is wearing it. Have Wink model the responses.

T: /pointing to the coat/
What's he wearing?
W&C: He's wearing a coat.
T: Why's he wearing a coat?
W: Because it's cold.
W&C: Because it's cold.

Repeat with other clothes, guiding different groups to ask and answer questions. Aid responses when necessary.

2. AND ONE MORE IS...

Tape the accompanying boy cutout to the board and draw three circles above it. Attach a coat to the cutout and ask the class what he is wearing. Draw a coat in the first circle. Hold up a hat and ask questions with now and before. Draw a hat in the second circle after determining that one is being worn now. Have Wink help the replies.

T: /after attaching coat to cutout/
What's he wearing?
W&C: He's wearing a coat.
T: /holding up hat/
Is he wearing a hat now?
W: No. He's not wearing a hat now.
C: No. He's not wearing a hat now.
T: /placing hat on cutout/
What's he wearing now?
W&C: He's wearing a coat and a hat now.
T: Was he wearing a hat before?
W: No. He wasn't wearing a hat before.
C: No. He wasn't wearing a hat before.

Continue, having groups ask and answer questions about what the boy is wearing now and if he was wearing those things before. Next, draw a hat and a coat in the third circle. While pointing to the appropriate circles say, "One and one more is two." Point with the class and repeat the statement. Group the pupils in pairs. Have one pupil select from one to four articles of clothing. Have the other pupil add one more and tell how many there were before and how many there are now.

P2: /after P1 has selected 3 items and P2 has added 1 item/
There were three before.
There are four now.

3. BOOTLESS CUTOUT

Tape the cutout of the boy to the board with the clothes from Activity 1 attached, except the boots. Point to each item and have the girls ask the boys what he's wearing, then ask why he is wearing that article of clothing. Cue the questions.

T: /pointing to coat/
Ask about what he is wearing.
Gs: What's he wearing?
Bs: He's wearing a coat.
T: Ask why he is wearing a coat.
Gs: Why's he wearing a coat?
Bs: Because it's cold.

Repeat with the other items. Put on the boots and cue the girls to ask if he was wearing them before.

T: /putting boots on cutout/
Ask if he was wearing boots before.
Gs: Was he wearing boots before?
Bs: No, he wasn't.

Continue with the other items to practice Yes, he was. Repeat the activity having the boys question the girls.

TAKE-OFF IDEAS

*Help develop the "One more" concept by collecting sets of clothing or other objects, encircling each set with yarn, and adding one more object to each set. Have the class identify each large set, its corresponding set of one, and the new set formed by the combination of the larger set and the set of one.

~~MICHIGAN~~
MIGRANT
PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 72

LINGUISTIC FOCUS

Review	Introduce
What are they wearing? They're wearing (____). Why are they wearing (____)? Because (it is snowing). (____) and one more is (____).	Were they wearing (snowpants) before? No, they weren't. Why weren't they?
coats, boots, mittens; heavy clothes snow, rain; before	raincoat, rainhat; rainclothes snowpants, gloves

LINGUISTIC COMMENTARY

Typical language problems are: confusion of was and were; loss of it, as in Because is snowing; loss of are, as in What they wearing?; substitution of "esnowing" for snowing, and "gloaf" or "gloafs" for gloves.

CONCEPTUAL FOCUS

Review	Introduce
Relating specific items of clothing with weather conditions Describing three as being two and one more	Identifying and naming common characteristics among items Classifying clothing on basis of specialized usage Identifying the plus sign as meaning and

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that when two sets are combined a new set is formed.

MATERIALS

Activity 1: Prepare enough coat and mitten cutouts for 3 children cutouts, raincoat and rainhat cutouts for 2 children cutouts, and boot cutouts for all 5 children; use accompanying patterns, cutouts of 4 children, boy cutout from Lesson 71, tape, chalk and Wink.

Activity 2: Prepare glove and snowpants for 3 children cutouts, and a rainhat and raincoat cutout, using the accompanying patterns; use the 3 children cutouts, 3 coat cutouts, and the raincoat and rainhat cutouts from Activity 1.

Activity 3: Use 3 rainhat cutouts from Activity 1 and chalk.

1. WHICH ARE ALIKE?

Tape five cutouts of children to the board. Have them grouped in sets of three and two. Tape coats, boots, and mittens on Set 1, raincoats, rainhats, and boots on Set 2. As each article of clothing is taped up, ask Wink and the class to identify it. Draw snow around Set 1 and rain around Set 2. Point to Set 1, asking what they are wearing and then why. Have Wink help the replies.

T: What are they wearing?
W&C: They're wearing coats, mittens, and boots.
T: Why are they wearing heavy clothes?
W&C: Because it's snowing.

Repeat the questions, substituting raincloths and raining for heavy clothes and snowing in the dialog. Next point to each group of pictures, asking if they are alike and why. After several pupils respond, point out that all the cutouts are wearing boots.

T: Are these pictures alike in some way?
C: Yes, they are.
T: /to each of several pupils/ Why are they alike?
Pl: Because all of them are children.
T: /after several pupils respond/ And, because all of them are wearing boots.
T&C: Because all of them are wearing boots.

2. GLOVES IN COLD WEATHER

Clothe three cutouts from Activity 1 in rainhats, raincoats, and gloves. Identify the gloves with the class. Have Wink ask what the three figures are wearing and why. Guide the responses.

W: What are they wearing?
T&C: They're wearing rainhats, raincoats, and gloves.
W: Why are they wearing rainclothes?
T&C: Because it's raining.

Remove all of the clothes except the gloves. Put on snowpants and coats, and guide the class to identify them. Ask if they were wearing each item before. Have Wink model the answers.

T: Were they wearing snowpants before?
W: No, they weren't.
W&C: No, they weren't.
T: Why weren't they?
W: Because it wasn't snowing.
W&C: Because it wasn't snowing.

Repeat with the other items to practice No, they weren't and Yes, they were. Have groups ask and answer questions.

3. 2 + 1 IS 3

Have two pupils each "wear" a rainhat cutout. Have the class pretend it is raining. Cue the boys to ask the girls what the two pupils are wearing and why. Pointing to the rainhats, ask what set it is, writing 2 near the set.

T: Ask about what they are wearing.
Bs: What are they wearing?
Gs: They're wearing rainhats.
T: Ask why they're wearing rainhats.
Bs: Why are they wearing rainhats?
Gs: Because it's raining.
T: What set is it?
/as teacher writes 2 on board/
C: One, two. It's a set of two.

Give a third pupil a rainhat cutout. Ask what he is wearing and what set it is. Write 1 by the 2. Have him join the other two pupils. Say, "Two and one more is three." Write + and is 3 as you say and and is three. Have the class repeat.

T: /pointing to Pupil 3/ What's (he) wearing?
C: (He)'s wearing a rainhat.
T: What set is it?
C: One. It's a set of one.
T: /while writing + 1 is 3/ Two and one more is three.
C: Two and one more is three.

Repeat the first question, using was with wearing, after the pupils put down their cutouts. Repeat the entire activity with different pupils.

TAKE-OFF IDEAS

*While playing "paper dolls", ask if any are dressed alike and why.

MICHIGAN MIGRANT PROGRAM	# INTERDISCIPLINARY ORAL LANGUAGE LESSON 73

Review	LINGUISTIC FOCUS	Introduce
(That) ('s) (the empty set). (Zero) and one is (one). Why (____)? Because (____). first, second, third zero, coat		What('s) (the first boy) going to put on? (He)('s) going to put on (his pajamas). Why('s) (he) going to put (them) on? Because (he)('s) going to (sleep). swimsuit, pajamas; snow; boy, girl put on, sleep, swim

LINGUISTIC COMMENTARY

Typical language problems are: non-standard word order with pronouns when used with put on; as put on them for put them on; loss of on in put on; confusion of is and are in stating sums; substitution of "esnow" for snow, "poot" for put, and "esleep" for sleep.

Review	CONCEPTUAL FOCUS	Introduce
Identifying position of cutouts using ordinal numbers Using the + sign to mean and		Relating specific items of clothing to activities Observing that when 0 is added to a number the result is that same number

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that zero can be added to a number.

MATERIALS

Activity 1: Use the 3 boy cutouts and a coat cutout from Lesson 72, and the accompanying swimsuit and pajama cutouts, bed, snowy day and swiming pool pictures, tape, and Wink.

Activity 2: Use the rainy day picture from Lesson 61, a girl cutout from Lesson 72, the snowy day, bed and swimming pool pictures from Activity 1, the accompanying cutouts of a coat, a swimsuit, and a pair of pajamas, chalk, tape, and Wink.

Activity 3: Use the clothes cutouts, and the rainy day, snowy day, bed, and swimming pool pictures from Activities 1 and 2, and tape.

1. HE'S GOING TO SWIM

Tape three boy cutouts, one under the other, to the chalkboard. Tape a coat next to the first cutout, a swimsuit next to the second, and pajamas next to the third. Next to the appropriate clothes, tape pictures of snow, a bed, and a swimming pool. Ask the class and Wink about the new clothes.

T: /points to new clothing item/ What's that?
W&C: (That) ('s) (a swimsuit).

Have the boys question the girls to find out how the snow picture is related to what the cutout wears. Ask what the boy is going to put on and why. Have Wink model the replies.

T: /points to first cutout and pic./ What's the first boy going to put on?
Bs: What's the first boy going to put on?
W: He's going to put on his coat.
Gs: He's going to put on his coat.
T: Why is he going to put it on?
Bs: Why is he going to put it on?
W: Because he's going to play in the snow.
Gs: Because he's going to play in the snow.

Repeat with the other pictures, using He's going to sleep and He's going to swim with pajamas and swimsuit. Next guide the girls to question the boys.

2. MATCHING AND GUESSING

Have the rain picture from Lesson 61 and the three pictures from Activity 1 on hand. Tape a girl cutout to the chalkboard and beside it a coat, swimsuit, and pajamas. Give the bed picture to a pupil. Ask, "Which clothes go with your picture?" and have him point to the clothes that he thinks match it. Have him tape his picture up under it. Then cue the class to ask what the girl will put on and why. Aid the replies if necessary.

T: Which clothes go with your picture? /to class, after P selects clothes/ Ask what the girl's going to put on.
C: What's the girl going to put on?
P: She's going to put on pajamas.
T: Ask why she's going to put on pajamas.
C: Why is she going to put on pajamas?
P: Because she's going to sleep.

Repeat with other pictures and pupils. Next, give Wink a picture of rain to match with the clothes. When she is unable to match her picture, tape it by itself and draw a circle to the left of it. Have the class identify it as the empty set and the picture as a set of one. Write 1 under the picture and 0 under the circle. While pointing, say, "Zero and one is one." Write + and is 1 to complete the equation.

T: /drawing circle and 0/ What's this?
C: That's the empty set.
T: /to class writing 1/ What's this?
C: It's a set of one.
T: /to class writing + and is 1/ Zero and one is one.
C: Zero and one is one.

Continue, combining sets of clothing cutouts to form new sets of 2 and 3.

3. I'M GOING TO SWIM

Tape the clothes from Activities 1 and 2 to the chalkboard and give pupils the pictures. Guide the class to ask each pupil what he is going to wear. Guide the pupil to match his picture with clothes, and to respond. Guide the class to ask him why he chose them.

T&C: /to picture pupil/ What are you going to put on?
T&P: /after P makes the match/ I'm going to put on (pajamas).
T&C: Why are you going to put on (pajamas)?
T&P: Because I'm going to (sleep).

Repeat with other pupils and pictures.

TAKE-OFF IDEAS

*Let pupils make their own paper dolls and cutouts, using those from Lessons 71-73 as patterns. Discuss what the dolls are wearing.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 74

Review	LINGUISTIC FOCUS	Introduce
Why (____)? Because (____). (____) going to (____). we, they, you (plural) North Pole, South Pole, Puerto Rico need cold, hot		(We)'re going to (wear) (lifejackets). Why are (they) going to (wear) (lifejackets)? Because (they)'re going to (row) (a boat). helmet, lifejacket; motorcycle, boat row, ride plus

LINGUISTIC COMMENTARY

Typical language problems are: confusion of is and are or loss of auxiliary; substitution of "dey" for they, "Norse" or "Nort" for North, "Souse" or "Sout" for South, "neet" for need, "rite" for ride, and "col" for cold.

Review	CONCEPTUAL FOCUS	Introduce
Relating specific items of clothing to weather and activities		Identifying specific items of clothing as being worn for safety reasons Identifying the + sign as meaning plus.

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that one needs heavy clothing at the South Pole.

MATERIALS

Activity 1: Use the picture labels for the North Pole, South Pole and Puerto Rico from Lesson 69, the magazine cutouts of heavy and light clothing from Lesson 46, tape, a table and Blink.

Activity 2: Prepare duplicates of the accompanying helmet and lifejacket; use a table, tape, the accompanying pictures of a boy and girl riding a motorcycle and rowing a boat, and Wink.

Activity 3: Use the cutouts of clothing from Lesson 73 and 74, tape, chalk and Wink.

1. POLAR-PUERTO RICAN EXPEDITION

Have on hand the picture labels from Lesson 69 and the clothing cutouts from Lesson 46. Tape heavy clothes and the North Pole picture label on the front board and heavy clothes and the South Pole picture label on the back wall. On a table in the middle place light clothes and the Puerto Rico picture label. Tell the class to pretend they are going to the North Pole. As they move toward the North Pole, pantomime shivering with them and ask if you will need heavy clothes. Have Blink aid the responses.

T: /pantomimes shivering with class/ Are we going to need light clothes or heavy clothes?
B&C: We're going to need heavy clothes.
T: Why are we going to need heavy clothes?
B&C: Because it's cold at the North Pole.

Next, tell the class they are leaving the North Pole for Puerto Rico. Lead the class to the sun. As they get near pantomime being hot and repeat the above dialog, making appropriate substitutions. Move next from Puerto Rico to the South Pole.

2. PLAYING IT SAFE

Place the pictures of helmets and lifejackets on a table. Tape up the pictures of a boy and girl riding a motorcycle and rowing a boat. Have Wink and the class identify each picture on the table. Tell what each is used for.

T: What's this?
W&C: That's a (helmet).
T: A (helmet) (protects) (your head).

Have two pupils with you. Point to the riding picture and tell the class the pupils are going to ride a motorcycle. Ask if they'll wear helmets or lifejackets. Have Wink guide the class to respond and the pupils to hold up the helmets. Ask why they will wear them.

T: /pointing to riding picture/ Are they going to wear helmets or lifejackets?
W&C: They're going to wear helmets.
T: /as pupils hold up helmets/ Why are they going to wear helmets?
W&C: Because they are going to ride a motorcycle.

Repeat with the lifejackets and boat, making appropriate word substitutions. Repeat the activity with other pupils.

3. FINDING AND GUESSING

Distribute the clothing cutouts from Lessons 73 and 74 to pupils around the class. Tell the class that they will find out what the pupils are going to wear and why. Have one of the pupils find the other pupils with similar cutouts. Have the pupils stand when they are located. Then cue the class to ask questions.

T: /to pupil with pajamas/ What clothes go with yours? /to class after pajamas located/ Ask what they're going to wear.
C: What are you going to wear?
Ps: We're going to wear pajamas.
T: Ask why they're going to wear pajamas.
C: Why are you going to wear pajamas?
Ps: Because we're going to sleep.

Continue with the other cutouts. Then tape up and combine clothing sets of two and one on the chalkboard to form a new set of three. Write the corresponding equation underneath the sets. Have Wink and the class read the equation, saying <u>plus</u> instead of <u>and</u>.

T: /after forming sets of two and one and writing the equation for combining them underneath/ What's this?
W&C: Two plus one is three.

Continue, combining sets of clothing to form sets up to five.

TAKE-OFF IDEAS

*Show pictures of clothes from different parts of the world. Discuss with the class how the clothes are fitted to the needs of each area.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 75

REVIEW

LINGUISTIC FOCUS - REVIEW

Asking and answering questions using the present progressive, the past tense was and were, and the going to future
Asking and answering questions using why and because
Using plus instead of and in equations

CONCEPTUAL FOCUS - REVIEW

Identifying and classifying clothing
Identifying the relationship between clothing and weather conditions
Identifying and observing that "one" more can be added to a number
Observing + as meaning plus
Demonstrating and identifying the relationship between clothing and activities
Describing weather using pictures
Identifying and observing that when 0 is added to a number the result is that same number

MATERIALS

Activity 1: Use the coat, hat, mitten and boot cutouts from Lesson 71, the raincoat, rainhat, boots, and snowpants cutouts from Lesson 72, a desk, chalk, and tape.

Activity 2: Use the rainy day picture from Lesson 61, the sunny day picture from Lesson 62, the shirts cutouts from Lesson 64, the snow, bed, swimming pool pictures and the swimsuit, and pajama cutouts from Lesson 73, the rowing a boat, and riding a motorcycle pictures and the helmet and lifejacket cutouts from Lesson 74, the cutouts from Activity 1, tape, and chalk.

Activity 3: Use the hot day picture from Lesson 61, and the pictures and cutouts from Activity 2, a desk, chalk, and tape.

1. IT'S RAINING. IT'S SNOWING.

Have some clothing cutouts from Lessons 71 and 72 on a desk. Draw rain and snow on the chalkboard. Have Pupil 1 stand in the "rain" and Pupil 2 in the "snow". Ask a volunteer to select and tape the cutouts that go with Pupil 1's picture onto Pupil 1. Then tell the class to ask Pupil 2 what Pupil 1 is wearing. Have the boys ask Pupil 1 why he is wearing rainclothes.

T: Ask (Juan) what (Al)'s wearing.
C: (Juan), what's (Al) wearing?
P2: (He)'s wearing (a raincoat, a rainhat and boots).
T: /to boys/
Ask (Al) why (he)'s wearing rainclothes.
Bs: Why are you wearing rainclothes?
P1: Because it's raining.

Repeat the activity, having a volunteer select and tape the cutouts that go with Pupil 2 onto Pupil 2. Have the girls ask the question. Then erase the rain and snow from the board. Have the pupils take off their coats and tape each coat on the board. Repeat the dialog, using past tense. Next, write the numeral 1 under each coat and complete the equation to make 1 + 1 is 2. Guide the class to say the statement.

T&C: /as T writes 1 + 1 is 2/
One plus one is two.

Have the pupils remove their hats and repeat the dialog, using past tense. Write the corresponding equations.

2. THE ACTOR ACTS

Tape the pictures listed in the materials box in a line on the board, numbering them from one to seven. Arrange the clothing cutouts that correspond with the pictures. Choose an "actor" to secretly select a picture and whisper its number to you. Divide the class in two and guide Group 1 to ask the actor what he is going to put one. Have the actor select his clothing as he responds. Guide Group 2 to ask him why he is going to put those on. Have the actor tape on his clothing and pantomime the action.

G1: What are you going to put on?
A: I'm going to put on pajamas.
/after A selects pajamas/
G2: Why are you going to put on pajamas?
A: Because I'm going to sleep.
Actor pantomimes sleep.

Continue the activity with new actors.

3. AND ONE MORE

Have all of the items listed in the materials box for Activity 3 on a desk. Draw two large circles on the board. Show the picture of a hot day and describe it. Hold a coat, and ask if it's needed. Put a 0 under the first circle and identify the empty set.

T: It's a hot day.
/holding a heavy coat/
Is Wink going to need a coat?
C: No. She's not going to need a coat.
T: /writing 0 under first circle/
It's the empty set.

Then have a pupil select and describe a picture. Hold up two cutouts, one of which goes with the picture. Ask which is needed, tape it in the next circle, and write 1. Complete the equation, and say it with the class.

P1: It's (snowing).
T: /referring to pupil/
Is (he) going to need a (coat) or (pajamas)?
C: (He)'s going to need a (coat).
T&C: /as T tapes (coat), writes + 1 is 1/
Zero plus one is one.

Draw two new circles below the others. Bring down the first cutout and put it in the first new circle and write 1 under it. Continue the activity, taping the new cutout in the next circle and completing, 1 + 1 is 2. Draw two more circles and continue, bringing down the two cutouts and completing 2 + 1 is 3 when another cutout is chosen.

SUGGESTED FIELD TRIP

Visit a clothing store. Then have the class name the clothes they saw. Draw each item on the board and group like ones with identical labels, asking why.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying reasons why everyone needs shelter
- Identifying shelter as meaning many types of housing
- Identifying a number using different names
- Identifying the different kinds of shelter of various regions, using the globe
- Identifying and using the = sign as meaning is and equals
- Relating types of shelter to weather and regions
- Comparing types of shelter and their uses within a region
- Demonstrating that different shelters serve different and similar functions

MATERIALS:
- Activity 1: Use the shelter pictures from Activity 2 English Lesson 76, chalk, and tape.
- Activity 2: Use the tent, adobe hut, and igloo pictures from Activity 2 English Lesson 76, a globe, and chalk.
- Activity 3: Use the Arabian tent and trailer pictures from English Lesson 76, the camping tent and houseboat pictures from English Lesson 78, a globe and chalk.
- Activity 4: Use the shelter pictures from English Lessons 76 through 79, tape and chalk.

1. NUESTRAS CASAS (to accompany lesson 76) OUR HOUSES

Pida a los niños que den nombres de distintos tipos de vivienda que conocen. Cada vez que den un nombre muestre la lámina correspondiente. Dé los nombres de las que ellos no hayan recordado mostrando las láminas. Pregunte a algunos niños dónde comen y duermen ellos siempre. De este modo guíelos para que observen que todos necesitamos vivienda. Coloque la choza de esquimales en la pizarra escribiendo el 1 debajo. Muestre láminas de otros dos tipos de vivienda. Cuéntelos con la clase colocándolos uno al lado de otro. Escriba el 2 al lado del 1 y el signo + entre ambos. Pregunte cuántos son 1+2. Escriba diferentes sumas que den 3 como 2+1, 3+0, 1+1+1.

Ask the pupils to name different kinds of houses. Each time they name one, show the corresponding picture. Give the names of those they have not remembered and show appropriate pictures. Ask the pupils where they always eat and sleep, and guide them to observe that all of them need shelter. Tape the igloo on the board and write the numeral 1 below it. Show the pictures of two other kinds of shelter. Count them with the class and place them one beside the other. Write a 2 beside the 1, putting the + sign between them. Ask how many 1+2 is. Write the different ways to get the sum of 3 such as 2+1, 3+0, 1+1+1.

2. LA VIVIENDA (to accompany lesson 77) SHELTER

Muestre láminas de una carpa, una casa de adobe y una choza de esquimales. Muestre en la esfera que esas casas se usan en Arabia, Nuevo México y Alaska respectivamente. Pregunte qué casas se usan en Michigan. Dibuje en la pizarra dos de los tipos dados. Cuéntelas con la clase y escriba el 2. Cuente las viviendas no usadas en Michigan y escriba el 3. Haga la suma 2+3 son 5 y escríbala de nuevo usando el signo igual, 2+3=5. Explique que = significa son, y que el resultado en ambos lados es igual.

Show the pictures of the tent, adobe hut, and igloo. Point out on the globe that these houses are used in Arabia, New Mexico and Alaska, respectively. Then ask what kinds of homes are used in Michigan. On the chalkboard, sketch two of the types given. Count them with the class and write 2. Count the shelters that are not used in Michigan and write 3. Make the equation, 2+3 is 5 and write it again with an equal sign, 2+3=5. Explain that = means are, and that the amount on each side of it is the same.

3. ¿DONDE VIVIMOS? (to accompany lesson 78) WHERE DO WE LIVE?

Señale Arabia en la esfera y diga a la clase que el clima es caliente y seco. Muestre una carpa árabe diciendo que alguna gente ahí vive en esa clase de casa siempre. Muestre una tienda de campaña. Pregunte si esa clase de casa se usa en Michigan para vivir siempre o en vacaciones, y por qué. Guíe las respuestas para describir el clima de Michigan. Muestre la lámina de una casa remolque y una casa bote. Explique que hay gente en muchas partes del mundo que usan esas casas para vivir o en vacaciones. Forme un conjunto de dos con la carpa y la casa remolque y un conjunto de uno con la casa bote. Escriba la suma 2+1= y permita a un alumno que escriba el resultado.

Point to Arabia on the globe and tell the class that it's hot and dry there. Show the picture of an Arabian tent and say that some people live in that kind of tent all of the time there. Then show the picture of the camping tent and ask if people use that kind of tent in Michigan for vacationing or to live in all of the time and why. Guide the answers to include Michigan's weather. Then, show the pictures of a trailer and a houseboat and explain that people in many places of the world use those to live in all the time or to vacation in. Then, form a set of two with the trailer and tent and a set of one houseboat. Start the equation 2+1= and let a pupil write the result.

4. LUGARES DONDE VIVIMOS (to accompany lesson 79) PLACES WHERE WE LIVE

Coloque láminas de viviendas en la pizarra. Pregunte en qué clase de clima se usa cada tipo y por qué. Explique que algunas familias tienen más de una vivienda. Pregunte cuándo podrían usarlas. Coloque las láminas en conjuntos de viviendas parecidas. Cuente cada conjunto y escriba el numeral correspondiente. Combine distintos conjuntos formando sumas debajo como 2+1=, diciendo "dos más uno igual..." Haga que distintos niños escriban el resultado.

Arrange pictures of shelter on the chalkboard. Ask what kind of climate each shelter might be used in and why they are used there. Point out that some families have more than one shelter, and ask when they might use more than one. Arrange the pictures into sets of like shelters. Count each set and write the corresponding numeral. Combine different sets and form equations underneath such 2+1=, saying, "Two plus one equals....." and having individuals fill in the answers.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 76

Review	LINGUISTIC FOCUS	Introduce
(____) (need/needs) (____). What (do/does) (____)? need; sleep, eat we, they; he, she; us them warm people		What do (we) need (houses) for? (We) need (shelter) to (keep us warm). What else do (we) need (shelter) for? place, shelter keep else

LINGUISTIC COMMENTARY

Typical language problems are: substitution for what...? for What...for?; confusion in use of appropriate pronouns; confusion in simple and -s form of verb; substitution of "chelter" for shelter, "chee" for she, "dem" for them, and "dey" for they.

Review	CONCEPTUAL FOCUS	Introduce
None		Identifying reasons why people need shelter Identifying shelter as meaning many types of housing Observing that a number can be made up of different set combinations

CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding shelter as a class including many types of housing.

MATERIALS

Activity 1: Use the accompanying pictures of children sleeping, a family eating, a family sitting by a fire, and Blink.

Activity 2: Use the accompanying pictures of a tent, a trailer, an adobe hut, an igloo, the brick house from Lesson 49, the 3 pictures from Activity 1, tape, and Blink.

Activity 3: Use Wink's and Blink's house pictures from Lesson 53, the 3 pictures from Activity 1, the brick house from Activity 2, tape, chalk, Wink and Blink.

1. WHY WE NEED HOUSES

Display the accompanying three pictures. Point to the "sleeping" picture and ask why we need houses. Use Blink to model and guide the response.

T: /pointing to "sleeping" picture/ What do we need houses for?
B: We need a place to sleep.
B&C: We need a place to sleep.

Continue with the other pictures having Blink model We need a place to (keep us warm), and We need a place to (eat). Then divide the class into three groups. Have Group 1 choose a picture and pantomime the action illustrated. Help Group 2 ask Group 3 what houses are needed for. Use Blink to help Group 3 respond on the basis of what they see pantomimed. Repeat having groups change roles and choose other pictures. Continue with individuals. Encourage them to pantomime their own reasons for needing houses.

2. DIFFERENT SHELTERS

Tape up the accompanying pictures of a tent, a trailer, an adobe hut, an igloo, and the brick house picture from Lesson 49. Explain that people live in all of them and that they are all different types of shelter. Then tape up the pictures from Activity 1. Divide the class in two groups. Using Blink, point to a shelter picture and ask what it is needed for. Have Blink guide Group 1 to repeat. Have a volunteer cue Group 2's response by pointing to a picture from Activity 1. Have Blink ask what else shelter is needed for, as the volunteer indicates another picture from Activity 1.

B: What do (people) need this shelter for?
B&G1: What do (people) need this shelter for?
G2: /with teacher's help, as V points to "eat" picture/ (They) need a place to (eat).
B: What else do (people) need this shelter for?
B&G1: What else do (people) need this shelter for?
G2: /as V points to "sleep" picture/ (They) need a place to (sleep).

Continue the activity with different pupils from Group 1 as Blink, and new volunteers to cue Group 2. Then have Group 2 be the questioners.

3. THREE HOUSES

Hide Wink's and Blink's house pictures. Tape the picture of a brick house on the chalkboard. Guide the boys to ask the girls what we need houses for. Have a girl choose, and hold up one of the three pictures from Activity 1 to cue her group's response.

T&Bs: What do we need houses for?
Gs: /as V holds up "eat" picture/ We need a place to eat.
T&Bs: What else do we need houses for?
Gs: /as V holds up "sleep" picture/ We need a place to sleep.

Ask how many the brick house is, and write a numeral 1 under it. Then have a boy search for Blink's house, and a girl for Wink's. As they are found, tape them next to the brick house, and write + 1 under each. Then, ask how many the total is and write under the three houses several ways of expressing the total, such as 2 + 1, 1 + 2, 3 + 0 and 3. Point to the puppets' houses and have the girls ask what they're needed for. Have the boys respond with a volunteer cuing as before.

Gs: What do they need houses for?
Bs: /as V holds up "sleep" picture/ They need a place to sleep.
Gs: What else do they need houses for?
Bs: /as V holds up "eat" picture/ They need a place to eat.

Continue explaining that the three houses are shelter. Help a pupil ask another why Wink or Blink needs shelter, using he and she with does.

TAKE-OFF IDEAS

*Help the class make a house out of a refrigerator carton. Tape record the pupils' play and let them listen and discuss the ways they needed the house.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 77

LINGUISTIC FOCUS

Review

(____) live in (____).
(____) don't live in (____).
What kind (____)?

a few
people, shelter
live
but

Introduce

Those people live in (igloos) too.
Those people don't live in (igloos), either.
Most of them live in (houses), but a few of them live in (tents).

igloo, adobe hut, tent, trailer
too, either
most

LINGUISTIC COMMENTARY

Typical language problems are: confusion of don't and doesn't; confusion of in and on and in placement of in, as In what kind of shelter do these people live?; and substitution of "mos" for most, "bought" for but, "leaf" for live, "chelter" for shelter, and "ten" for tent.

CONCEPTUAL FOCUS

Review

Identifying regions on the globe
Comparing weather conditions of regions on the globe

Introduce

Identifying different kinds of shelter and the regions where they are found
Identifying the = sign as meaning is

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that different people need different types of housing.

MATERIALS

Activity 1: Use the pictures of an igloo, adobe hut, and tent from Lesson 76, 1 cold, 1 snow, 1 ice, 2 hot and 2 dry weather symbols from Lesson 68, the accompanying pictures of Arabian, Indian, and Eskimo families, tape, a globe, paper clips, a paper bag, and Wink.

Activity 2: Use the five family pictures from Lesson 41, a house picture from Lesson 49, the trailer picture from Lesson 76, tape, and Blink.

Activity 3: Use the pictures from Activities 1 and 2, tape, and chalk.

1. PEOPLE FROM EVERYWHERE

Tape the igloo, adobe hut and tent pictures from Lesson 76 on the chalkboard. Using the symbols you prepared for Lesson 68, tape up cold, snow, and ice symbols near the igloo, and hot and dry ones next to the tent and the hut. Identify each shelter and the corresponding weather conditions. Point out on the globe, Arabia for the tent, New Mexico for the hut and Alaska for the igloo. Then tape the families one at a time near the appropriate shelter while asking the class what kind of shelter each lives in. Have Wink model the replies using <u>too</u> where appropriate.

T: /taping up first Eskimo family/ What kind of shelter do these people live in?
W: Those people live in igloos.
W&C: Those people live in igloos.
T: /adding second Eskimo family/ What kind of shelter do these people live in?
W: Those people live in igloos too.
W&C: Those people live in igloos too.

Continue with the other pictures. Clip each set of two families together, and put them in a bag. Have a volunteer reach in, choose a set, and then repeat the dialog.

2. MOST OR FEW

Have on hand the five family pictures from Lesson 41. Show two of the families, and ask if one, then the other, lives in igloos. Have Blink guide the responses.

T: /holding up first family/ Do these people live in igloos?
B: No. Those people don't live in igloos.
B&C: No. Those people don't live in igloos.
T: /holding up second family/ Do these people live in igloos?
B: No. Those people don't live in igloos either.
B&C: No. Those people don't live in igloos either.

Continue making other pairs of families. Then tape up a house picture from Lesson 49 and the trailer picture. Identify the trailer. Group most of the families near the house and a few near the trailer. Ask what kind of shelter they live in.

T: What kinds of shelter do these people live in?
B: Most of them live in houses, but a few live in trailers.
B&C: Most of them live in houses, but a few live in trailers.

Repeat, having the girls, then the boys, ask the question. Have Blink guide the appropriate response.

3. FAMILY HOMES

Using the pictures from Activity 1 and 2, tape up the families near the appropriate shelters. Have pupils choose a shelter and ask questions about the families who live there.

P1: /pointing to first Eskimo family/ What kind of shelter do those people live in?
C: Those people live in igloos.
P1: /pointing to second Eskimo family/ What kind of shelter do those people live in?
C: Those people live in igloos too.

When all the families and shelters have been identified, indicate all the families and have pupils ask what they all live in. Cue the responses by pointing to different shelters.

P2: What kinds of shelter do those people live in?
C: /as T points to house, then tent/ Most of them live in houses, but a few live in tents.

Next, ask how many families live in each type of house, and write the equation under the pictures, using the equal sign, and reading it as <u>is</u>.

TAKE-OFF IDEAS

*Set up a carpentry table with styrofoam, blocks, cloth, cardboard, paste, toy tools, etc. so that members of the class may construct their own shelter models.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 78

Review	LINGUISTIC FOCUS	Introduce
What do (they) live in? When do (families) (live ____)? some of them igloo, adobe hut, brick house, trailer, tent; people, family plus		(Some families) live where it's always (cold). (Some families) live (in) (trailers) when (they're on vacation). houseboat on vacation; all of the time

LINGUISTIC COMMENTARY

Typical language problems are: non-standard word order with frequency expressions as ...where always it's cold for ...where it's always cold; addition of final s to vacation; confusion of in and on; and loss of do in questions.

Review	CONCEPTUAL FOCUS	Introduce
Comparing types of shelter in different regions Using the = sign as meaning is		Relating types of shelter to weather and regions Observing that some people may or may not live in shelter specifically used in a particular region Identifying types of shelter and where they are used, using the globe Observing that types of shelter may be used to live in all of the time or at particular times such as when on vacation

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that people live in different types of shelters for different reasons.

MATERIALS

Activity 1: Use the tent and igloo from Lesson 76, the cold and dry symbols from Lesson 61, a globe, and Wink.

Activity 2: Use the pictures of a trailer and Arabian tent from Lesson 76, the accompanying pictures of a camping tent and houseboat, and Wink.

Activity 3: Use a brick house from Lesson 49, the trailer and a tent from Activity 2, tape and chalk.

1. WHAT SOME FAMILIES LIVE IN

Display the pictures of the tent and igloo from Lesson 76, the dry and cold weather symbols from Lesson 61, and a globe. Have a pupil match the igloo with the cold symbol as you point to Northern Alaska on the globe. Ask Wink and the class if some people live where it's always cold and what they live in.

T: /after P matches igloo and cold symbol, as you touch N. Alaska/ Do some people live where it's always cold?
W: Yes. Some people live where it's always cold.
C: Yes. Some people live where it's always cold.
T: What do they live in?
W: Some of them live in igloos.
C: Some of them live in igloos.
W: Some of them live in houses.
C: Some of them live in houses.

Continue, having another pupil match the tent with the dry symbol as you point to the Arabian desert area. Repeat the dialog, substituting dry for cold and Some of them live in tents for Some of them live in igloos. Repeat the activity, having pupils reply.

2. WHERE SOME FAMILIES GO

Show the class pictures of a trailer, and a tent from Lesson 76, and the accompanying houseboat and tent. Explain that a vacation is when people don't work or go to school for a while, and that sometimes people use these shelters on a vacation. Then, tell the class that Wink wants to know when people use these shelters. Have Wink ask questions as you hold up each picture. Have the class say the replies.

W: /as T shows houseboat/ When do families live on houseboats?
T: Some families live on houseboats when they are on vacation.
T&C: Some families live on houseboats when they are on vacation.
T: Some families live on houseboats all of the time.
T&C: Some families live on houseboats all of the time.

Continue with the other pictures, using trailers and tents. Hold up the Arabian tent for all of the time and the camping style tent for on vacation. Repeat, having individuals and groups ask and answer the questions using people instead of families.

3. 1 + 2 = 3

Tape the brick house picture from Lesson 49 on the chalkboard. Draw a circle around it and write 1 under it. Tape the pictures of the trailer and a tent from Activity 2 next to the house. Draw a circle around them and write 2 under it. Tell the class they are going to add the sets of pictures. As you point to each picture, cue the boys to ask the girls appropriate questions from Activities 1 and 2. Have Wink help the responses. Next, point to each set and ask the class what set each is. Write +, =, and 3 as you complete the equation.

T: /pointing to picture of trailer/ Ask when families live in trailers.
Bs: When do families live in trailers?
Gs: /with Wink's help/ Some families live in trailers when they're on vacation. Some families live in trailers all of the time.
T: /after all the pictures are identified, pointing to each set/ What set is this?
C: It's a set of (one).
T: /joining the sets, writing 1+2=3/ One plus two is three.
C: One plus two is three.

Erase the numerals and repeat, cuing the girls to question the boys. Use people instead of families. Have a pupil write in the numeral that corresponds to each set and complete the equation.

TAKE-OFF IDEAS

*During social science, show pictures of various types of shelters from different areas of the world. Have the class decide where the shelters would be used and when they would be used. Remind the class that all people need shelter, but their uses may vary.

MICHIGAN MIGRANT PROGRAM

INTERDISCIPLINARY ORAL LANGUAGE LESSON 79

LINGUISTIC FOCUS

Review	Introduce
What do (these) families live in? Do (these) families live (in ___) too? Which families don't live on (houseboats) all of the time? When do these families live on (houseboats)?	That family lives in a (house), and so does that one. That family doesn't live in a (house), and neither does that one. That family (doesn't) and (neither) (does) that one.
house, trailer, houseboat all of the time, on vacation	equal so, neither

LINGUISTIC COMMENTARY

Typical language problems are: confusion of either and neither, doesn't and don't, use of double negative, as in That family doesn't neither, addition of s to verb in negative verb phrase, as doesn't likes.

CONCEPTUAL FOCUS

Review	Introduce
Generalizing that all people need shelter	Comparing types of shelter and their uses within a region Observing that shelters serve different and similar functions in various regions Identifying the equal sign as meaning equals

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that whatever is on one side of an = sign is the same amount as whatever is on the other side.

MATERIALS

Activity 1: Use the 2 families with their houses from Lesson 44, the accompanying pictures of 2 families and their trailers, chalk, tape, and Blink.

Activity 2: Use the accompanying 4 pictures of 2 families with houseboats, and 2 families with houses, a globe, tape, and Wink.

Activity 3: Use the pictures from Activity 2, tape, and chalk.

1. WHAT FAMILIES LIVE IN

Draw a road on the chalkboard. Tape the two pictures of houses with families from Lesson 44, and the two accompanying pictures of trailers with families along the road. Explain that you are going on a pretend trip to see what kinds of shelters people use. Have Blink "travel" by the houses, then ask him what those families live in. Have Blink point to each family as he models the response for the class.

T: /pointing to house families/ What do those families live in?
B: /pointing to each fam. in turn/ That family lives in a house, and so does that one.
B&C: That family lives in a house, and so does that one.

Next, have Blink "travel" by the trailers. Ask if those families live in houses too. Have Blink model that neither family lives in a house.

T: /to B pointing to trailer fam./ Do those families live in houses too?
B: /pointing to each family in turn/ That family doesn't live in a house, and neither does that one.
B&C: That family doesn't live in a house, and neither does that one.

Repeat by having Blink make a return trip. Start the questioning with <u>What do those families live in?</u> Repeat two more times, guiding the girls then the boys to ask the questions.

2. WHEN DO THEY LIVE ON HOUSEBOATS?

fam. 1	fam. 2	fam. 3	fam. 4
HBoat	HB+House	HBoat	HB+House

Tape pictures of families, houseboats and houses to the chalkboard as in the above diagram. On the globe, show the class that Families 1 and 2 live in Florida, and Families 3 and 4 live in Hong Kong. Explain that Wink wants to know when people use houseboats and will question the class. Have her ask which families live on houseboats all the time, and which don't. Then make the summary statement, "All families need shelter, but they don't need the same kind". Have the class repeat.

W: Which families live on houseboats all of the time?
T: /pointing to Fam. 1 and 3/ That family does, and so does that one.
T&C: That family does, and so does that one.
W: Which families don't live on houseboats all of the time?
T: /pointing to Fam. 2 and 4/ That family doesn't, and neither does that one.
T&C: That family doesn't, and neither does that one.
T: /pointing to all the pictures/ All families need shelter, but they don't need the same kind.
T&C: All families need shelter, but they don't need the same kind.

Repeat the activity, guiding different groups to ask and answer the questions as you point to the pictures.

3. HOUSES AND HOUSEBOATS

Use the set-up in Activity 2. Tell the class they are going to identify the sets of shelters used by some of the families in Florida and Hong Kong which they have looked at. Point to Families 1 and 3 asking what they live in. Write <u>1</u> under each house and add the sets by writing the equation and saying, "One plus one equals two".

T: /pointing to Families 1 and 3/ What do these families live in?
C: /as Teacher points to each house/ That family lives in a houseboat. and so does that one.
T: /writing <u>1 + 1 = 2</u>/ One plus one equals two.
C: One plus one equals two.

Erase the equation and continue with Families 2 and 4 asking, "Which families don't live on houseboats all of the time?" Repeat the equation.

TAKE-OFF IDEAS

*Collect pictures of different kinds of houseboats and trailers. Show them to the class and have them decide which ones are used all the time by families.

MICHIGAN MIGRANT PROGRAM	INTERDISCIPLINARY ORAL LANGUAGE LESSON 80

REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 8 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 8. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 80 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

LINGUISTIC PROGRESS CHECK

Asking and answering questions using <u>be</u> and <u>-ing</u> in the present and past
Asking and answering questions concerning shelter
Using adverbial clauses with <u>when</u> and <u>where</u>

INCLUDED CONCEPTS

Relating specific items of clothing to weather conditions and activities
Identifying + as meaning <u>and</u>
Observing that a number can be made up of different set combinations
Identifying the equal sign as meaning <u>equals</u>

MATERIALS

Activity 1: Use the coat, hat, boot, and mittens cutouts from Lesson 71, the bed, snowy day, swimming pool pictures, and pajamas and swimsuit cutouts all from Lesson 73, 3 pieces of paper, a table, and pins.

Activity 2: Use the picture labels for the North Pole, South Pole, and Puerto Rico from Lesson 74, the clothes cutouts from Activity 1, tape, and chalk.

Activity 3: Use all the shelter pictures from past lessons, and tape.

1. WHAT AM I DOING?

On a table place several sets of the following: one picture with corresponding clothing cutouts from Lessons 71 and 73 under a piece of paper. Have a volunteer peek under the papers and choose one set of clothing to be pinned on him with the sheet of paper pinned over the cutouts to hide them. Have him whisper the activity shown in the picture to you and pantomime the action. Ask pupils what they think he is wearing under the paper. When somebody guesses, have him uncover the cutout and ask why he is wearing it.

V: /after pantomiming swimming/ What am I wearing?
P1: You're wearing pajamas.
V: No. I'm not wearing pajamas.
P2: You're wearing a swimsuit.
V: Yes. Why am I wearing this?
P3: Because you're swimming.

Repeat the activity with other pupils.

2. CLOTHES FOR GOING PLACES

Tape the above clothes cutouts on the chalkboard and place picture labels from Lesson 74 on your desk. Explain that pupils will pretend to travel. Have two pupils come to the front. Point to a set of cutouts and tell them that they will wear those clothes. Have one of them ask the other why they'll wear them. As Pupil 2 responds have him select an appropriate picture label.

T: /points to set of cutouts/ These are the clothes you're going to wear. (Jo), ask why you're going to wear (heavy) clothes.
P1: Why are we going to wear (heavy clothes)?
P2: /selecting appropriate picture/ Because it's (cold at the North Pole).

Have a pupil tape the picture label on the board and have both "wear" the cutouts. Have them pantomime an appropriate action, such as shivering. Have them "take off" the cutouts and hold them. Have a volunteer ask another why they were wearing those clothes.

T: (A1), ask (Lu) why they were wearing (heavy clothes).
V1: (Lu), why were you wearing (heavy clothes)?
V2: Because it was (cold).

Have the pupils return the cutouts to the board. Turn the picture labels around so that the paper appears blank and write 1 under it. Repeat the activity twice more so three pictures are turned around and have 1 underneath. Then select pupils to come to the board and help them complete equations referring to the three pictures. Use 1+1+1=3, 2+1=3, 1+2=3 and 0+3=3 and each time have the class say the equation.

C: /a P completes 2+1=3/ Two plus one equals three.

Repeat the entire activity with others.

3. ANSWER TIME: SHELTERS

Display all shelter pictures from past lessons. Ask, "What kinds of things do families live in?" As a pupil responds have him tape up the appropriate picture and ask him where it is used.

T: What kinds of things do families live in?
P1: In igloos.
T: /as P tapes igloo on board/ Where do families live in igloos?
P1: Where it's always cold.

After the pictures are on the board have the class suggest various groups.

T: Can some of these pictures go together because they are alike in some way?
P2: That igloo and that igloo.

After each response ask, "Why did you put these together?" Then elicit a summary by asking "Do all families need shelter?" then "Do they all need the same kind of shelter?"

TAKE-OFF PROGRESS CHECK

"During music, show house pictures and have the class sing, "What kind of house is that?" to "The Farmer In The Dell". Have volunteers respond.

RECORD SHEET - LESSON 80

Following is a list of the main structures checked in Lesson 80. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used and multiplying by 100. This is the percent of successfully manipulated structures. For example:

Structure	Standard	Non-Standard	Total	Percentage
What am I wearing?	𝍸 𝍸	𝍸	15	10/15x100=67%

For this structure, there were fifteen responses; 67% of these were in Standard form.

	STRUCTURE	STANDARD	NON-STANDARD	TOTAL	PERCENTAGE STANDARD
1.	What am I wearing?				
	You're wearing (pajamas).				
	Why...				
	Because...				
2.	Why are we going to wear (heavy clothes)?				
	Because it's (cold).				
	Why were you wearing (heavy clothes)?				
	Because it was (cold).				
	(Two) plus (one) equals (three).				
3.	...where (it is ---)				
	...when (they are ---)				

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

Lesson	Clarity of Instructional Intent	Teachability of Activities	Relation to Pupils' Language Needs	Relation to Other Areas of Curriculum
71	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
72	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
73	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
74	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
75	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
76	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
77	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
78	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
79	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
80	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments;

NAME _____ SCHOOL _____

POSITION _____ CITY _____

WORD LIST LESSONS 1-80

a	6	I don't have a car.	No tengo carro.
across	58	He went across the bridge.	Fue por el puente.
adobe hut	77	Those people live in adobe huts.	Esa gente vive en casas de adobe.
after	68	after summer	después del verano
ahead	51	Go straight ahead.	Sigan recto.
airplane	59	He went in an airplane.	Fue en avión.
all	42	all of them	todos
	46	All families need ____.	Todas las familias necesitan ____.
all of the time	78	Some families live on houseboats all of the time.	Algunas familias viven en casas-bote siempre.
always	69	It's always hot here.	Siempre hace calor aquí.
am	2	I'm in Baker School.	Estoy en la escuela Baker.
	3	Yes, I am.	Sí.
an	17	He used an eraser.	Usó un borrador.
and	42	Some of us live in this house and some of us live in that house.	Algunos de nosotros vivimos en esta casa y algunos en aquella.
any	41	I don't have any sisters.	Yo no tengo hermanas.
apartment	49	It's an apartment house.	Es una casa de apartamentos.
apple	47	These are apples.	Estas son manzanas.
	47	That's apple pie.	Eso es pastel de manzana.
are	2	What grade are you in?	¿En qué grado estás?
	4	How old are you?	¿Cuántos años tienes?
	12	Where are you?	¿Dónde estás?
	26	Those are shirts.	Esas son camisas.
	26	Those aren't shirts.	Esas no son camisas.
	28	Those clothes are not red.	Esa ropa no es roja.
	37	Are they working together?	¿Están ellos trabajando juntos?
	38	Yes, we are.	Sí.
	38	No, we aren't.	No.
around	59	She walked around the hill.	Caminó alrededor de la colina.
as	44	as large as	tan largo como
	44	as many people as	tanta gente como
at	69	at the North Pole	en el Polo Norte
aunt	42	She's my aunt.	Es mi tía.
away from	13	Go away from the window.	Retírate de la ventana.
baby	41	Baby (brother/sister)	(hermanito/hermanita)
back of, in	12	I am in back of Mary.	Estoy detrás de Mary.
baked	48	Do you like baked chicken?	¿Te gusta el pollo horneado?
ball	6	I have a ball.	Tengo una bola.
balloon	23	That balloon is big.	Ese globo es grande.
band-aid	9	He doesn't have a band-aid.	El no tiene una curita.
be	18	Be careful!	¡Ten cuidado!
bead	22	This is a bead.	Esa es una bolita. (cuenta)
because	71	Because it's cold.	Porque hace frío.
before	68	before summer	antes del verano

	71	He wasn't wearing a hat before.	El no tenía sombrero antes.
belong	43	All of them belong to the same family.	Todos ellos son de la misma familia.
beside	12	It's beside the cupboard.	Está al lado del armario.
better	47	I like cherry pie better than apple pie.	Me gusta más el pastel de cereza que el de manzana.
	47	Which do you like better?	¿Cuál te gusta más?
bicycle	59	Which is faster, a car or a bicycle?	¿Qué es más rápido, un carro o una bicicleta?
big	23	That ball is big.	Esa bola es grande.
black	29	Are these clothes black?	¿Es esa ropa negra?
Blink	2	His name is Blink.	Se llama Blink.
block	21	That's a block.	Ese es un bloque.
blow	62	The wind is blowing.	Hace viento.
blue	28	These clothes are blue.	Esa ropa es azul.
boat	74	They're going to row a boat.	Ellos van a remar.
book	7	I don't need a book.	No necesito un libro.
boot	71	He's wearing boots.	Lleva botas.
both	44	Both of them are large.	Los dos son grandes.
box	11	It's in the box.	Está en la caja.
boy	73	What's the boy going to put on?	¿Qué se va a poner el muchacho?
brick	49	It's made of brick.	Es de ladrillo.
	49	a brick house	una casa de ladrillo
bridge	58	He went across the bridge.	Fue por el puente.
bring	14	Bring the paper here.	Traiga el papel aquí.
brother	41	That's Manuel's brother.	Es el hermano de Manuel.
brought	19	He brought me home.	El me trajo a casa.
brush	16	He didn't cut the brush.	El no cortó la brocha.
bus	18	He walked to the bus.	El caminó hacia el autobús.
bus driver	19	What did the bus driver do?	¿Qué hizo el chofer?
but	66	It snows some days in winter, but it doesn't snow every day.	Nieva algunos días en el invierno, pero no todos los días.
by	59	by airplane	en avión
came	18	He came home.	El vino a casa.
car	6	I have a car.	Tengo un carro.
careful	18	Be careful!	¡Ten cuidado!
chair	12	I am beside the chair.	Estoy al lado de la silla.
chalk	17	She used a piece of chalk.	Ella usó una tiza.
cherry	47	These are cherries.	Estas son cerezas.
	47	This is a cherry pie.	Este es un pastel de cereza.
chicken	48	Do you like fried chicken?	¿Te gusta el pollo frito?
children	43	They're the children.	Son los hijos.
chocolate	48	Do you like chocolate milk?	¿Te gusta el chocolate?
circle	38	Are you making a circle?	¿Estás haciendo un círculo?
class	34	Do you teach the class?	¿Enseñas tú la clase?
climb	56	He climbed that mountain first.	El escaló esa montañaprimero.
close to	52	Pete is close to the door.	Pete está cerca de lapuerta.

	53	Whose house is closer to school?	¿La casa de quién es más cerca de la escuela?
clothes	26	Those are clothes.	Esa es ropa.
cloud	62	There are a lot of clouds in the sky.	Hay muchas nubes en el cielo.
cloudy	62	It's a cloudy day.	Es un día nublado.
coat	71	He's wearing a coat.	Tiene un abrigo puesto.
cold	61	It's a cold day.	Es un día frío.
color	28	What color are they?	¿De qué color son?
come	13	Come to the table.	Ven a la mesa.
	68	Fall comes first.	El otoño viene primero.
come out	67	Do leaves come out in fall?	¿Nacen las hojas en el otoño?
concrete	49	It's made of concrete.	Es hecha de concreto.
cook	32	Is the cook working?	¿Está trabajando la cocinera?
cool	67	Is it ever cool?	¿Es alguna vez fresco?
count	36	He's counting points.	Está contando puntas.
cousin	42	Is that Maria's cousin or sister?	¿Es esa la prima o la hermana de María. "
crayon	7	I need a crayon.	Necesito una crayola.
creek	57	The creek is narrower.	El arroyo es más angosto.
cross	57	It takes longer to cross the river.	Se tarda más cruzando el río.
cupboard	11	It's in the cupboard.	Está en el armario.
custodian	31	What's the custodian doing?	¿Qué está haciendo el portero?
cut	8	He wants to cut.	El quiere cortar.
	16	He didn't cut the brush.	El no cortó la brocha.
	16	He cut the paper.	El cortó el papel.
	33	I'm cutting the grass.	Estoy cortando el césped.
day	61	What kind of day is it?	¿Cómo es el día?
desk	33	That's a desk.	Ese es un escritorio.
different	27	They're different	Son diferentes.
	44	a different number of people	diferent número de personas
do	3	Where do you live?	¿Dónde vives?
	6	I don't have a car.	No tengo un carro.
	8	What does he need?	¿Qué necesita él?
	9	He doesn't have a kleenex.	El no tiene un klinex.
	13	Don't run to the table.	No corras hasta la mesa.
	16	He didn't cut.	El no cortó.
	16	Did he paste?	¿Engomó el?
	17	What did he do?	¿Qué hizo él?
	17	What did he draw?	¿Qué dibujó él?
	21	What do you do with it?	¿Qué haces con eso?
	31	What's the teacher doing?	¿Qué está haciendo la maestra?
	34	What does he do?	¿Qué hace él?
	34	Does she teach the class?	¿Enseña ella la clase?
	34	Do you teach the class?	¿Enseñas tu la clase?

	34	Yes, I do. (teach the class)	Sí, yo lo hago.
	34	Yes, she does. (teach the class)	Sí, ella lo hace.
	34	What does he do?	¿Qué hace él?
	54	It takes Ivy longer than it does Jo.	¿Se demora más Ivy que Jo?
	66	Does it snow every day?	¿Nieva todos los días?
doll	6	I have a doll.	Tengo una muñeca.
door	12	I am beside the door.	Estoy al lado de la puerta.
down	51	Put your left hand down.	Baja la mano izquierda.
draw	7	I want to draw.	Quiero dibujar.
dress	26	Those are dresses.	Esos son vestidos.
drew	17	He drew a ball.	El dibujó una bola.
drink	48	Do you like to drink orange juice?	¿Te gusta beber jugo de naranja?
drive	32	He's driving. (a bus)	Está manejando. (un autobus)
driver	19	What did the bus driver do?	¿Qué hizo el chofer?
dry	61	It's a dry day.	Es un día seco.
dust	31	He's dusting the desk.	Está sacudiendo el escritorio.
eat	48	Do you like to eat fried chicken?	¿Te gusta comer pollo frito?
-ed	16	He needed paste.	El necesitó goma (de pegar)
	17	He used paste.	El usó goma.
	17	He erased a two.	El borró un dos.
eight	3	six, seven, eight	seis, siete, ocho
eighth	62	The eighth one	El octavo
either	77	Those people don't live in adobe huts either.	Esa gente tampoco vive en casas de adobe.
else	76	What else do they need shelter for?	¿Para qué más necesitan ellos?
empty	46	It's an empty set.	Es un conjunto vacío.
equal	79	One plus one equals two.	Uno más uno igual dos.
-er	17	He used an eraser.	El usó un borrador.
	19	What did the bus driver do?	¿Qué hizo el chofer?
	31	What's the teacher doing?	¿Qué está haciendo la maestra?
	53	Whose string is longer?	¿De quién es la cuerda más larga?
	53	longer than	más largo que
erase	17	What did he erase?	¿Qué borró él?
	17	He erased a two.	El borró un dos.
eraser	17	He used an eraser.	El usó un borrador.
-est	56	Which hill is the highest of all?	¿Cuál loma es la más alta de todas?
	59	Which is fastest?	¿Cuál es el más rápido?
ever	67	Is it ever cool?	¿Es alguna vez fresco?
	69	Does it ever snow?	¿Nieva alguna vez?
every	66	It doesn't snow every day.	No nieva todos los días

fall	67	Is it ever cold in fall?	¿Es alguna vez frío en otoño?
fall off	67	Do leaves fall off in spring?	¿Caen las hojas en primavera?
family	43	They're a family.	Es una familia.
	49	a one-family house	una casa para una sola familia
far from	52	Pete's far from the door.	Pete está lejos de la puerta.
farther	53	Whose house is farther from school?	¿La casa de quién es más lejos de la escuela?
fast	18	Run fast.	Corre ligero.
father	41	That's Manuel's father.	Ese es el papá de Manuel.
few, a	62	There are a few clouds.	Hay pocas nubes.
	77	A few live in trailers.	Unos pocos viven en casas-remolques.
fifth	57	Is the fifth river widest of all?	¿Es el quinto río el más ancho de todos?
first	2	I'm in first grade.	Estoy en primer grado.
	54	First he ____. Then he ____.	Primero ____. Después ____.
	56	The first mountain is the lowest.	La primera montaña es la más baja.
	56	Which mountain did he climb first?	¿Cuál montaña escaló primero?
	68	Fall comes first.	El otoño viene primero.
five	2	four, five	cuatro, cinco
fix	32	She's fixing lunch.	Está preparando el almuerzo.
floor	11	It's on the floor.	Está en el suelo.
food	48	Do all families need food?	¿Necesitan alimento todas las familias?
foot	51	Put your left foot up.	Levanta tu pie izquierdo.
for	76	What else do they need shelter for?	¿Para qué más necesitan ellos vivienda?
four	2	three, four, five	tres, cuatro, cinco
fourth	57	It's the fourth river.	Es el cuarto río.
fried	48	Do you like fried chicken.	¿Te gusta el pollo frito?
from	13	Come away from the door.	Vente de la puerta.
	52	as far from the desk as Jo	tan lejos de la puerta como Jo
	52	from the desk to the door	del escritorio a la puerta
	53	farther from	más lejos de
front of, in	12	I'm in front of Mary.	Estoy delante de Mary.
get	58	How did Juan get to the other side of the river?	¿Cómo llegó Juan al otro lado del río?
girl	73	What's the girl going to put on?	¿Qué se va a poner la niña?
glove	72	They're wearing gloves.	Tienen guantes puestos.
go	13	Go to the table	Ve a la mesa.
going to	73	What's he going to put on?	¿Qué se va a poner él?
	74	We're going to need light clothes.	Vamos a usar ropa fresca.

good	47	Cherry pie is good.	El pastel de cereza es bueno.
grade	2	I'm in first grade.	Estoy en primer grado.
grandchildren	43	They're the grandchildren.	Son los nietos.
grandfather	42	That's Maria's grandfather.	Ese es el abuelito de María.
grandmother	42	That's Maria's grandmother.	Esa es la abuelita de María.
grandparents	43	They're the grandparents.	Son los abuelitos.
grass	33	I'm cutting the grass.	Estoy cortando el césped.
green	29	Are these clothes green?	¿Es esta ropa verde?
group	39	Which group is making circles?	¿Cuál grupo está haciendo círculos?
hand	51	Put your left hand up.	Levanta tu mano izquierda.
hat	71	He's wearing a hat.	El lleva sombrero.
have	6	I have a book.	Tengo un libro.
	8	He has scissors.	El tiene tijeras.
he	2	He's in the first grade.	El está en primer grado.
heavy	46	Do you need light clothes or heavy clothes in winter?	¿Se necesita ropa fresca o abrigada en el invierno?
helmet	74	They're going to wear helmets.	Van a usar cascos.
help	36	We're helping.	Estamos ayudando.
helper	36	We're helpers.	Somos ayudantes.
her	1	Her name is Mary.	Ella se llama Mary.
	19	He took her home.	El la llevó a su casa.
here	14	Bring the paper here.	Trae el papel aquí.
hers	52	Pete's line isn't as long as hers.	La línea de Pete no es tan larga como la de ella.
high	56	That hill is higher.	Esa loma es más alta.
hill	56	That hill is lower.	Esa loma es más baja.
him	19	Take him to the store.	LLévalo a la tienda.
his	1	His name is John.	El se llama John.
	52	Is his line as long as hers?	¿Es la línea de él tan larga como la de ella?
	52	Is her line as long as his?	¿Es la línea de ella tan larga como la de él?
home	18	He came home.	El vino a casa.
hot	61	It's a hot day.	Es un día caliente.
house	42	in the same house	en la misma casa
houseboat	78	When do families live on houseboats?	¿Cuándo viven familias en casas-bote?
how	4	How old is he?	¿Cuántos años tiene él?
	29	How many socks are green?	¿Cuántos calcetines son verdes?
	54	How does John come to school?	¿Cómo viene John a la escuela?
hut, adobe	77	Those people live in adobe huts.	Esa gente vive en casas de adobe.
I	2	I'm in first grade.	Estoy en primer grado.
	3	I live on Elm Street.	Vivo en la calle Elm.
ice	63	That's ice.	Eso es hielo.

ice skates	64	Did you wear roller skates or ice skates?	¿Usaste patines de rueda o de nieve?
icy	63	It wasn't icy yesterday.	No hubo helada ayer.
igloo	77	Those people live in igloos.	Esa gente vive en chozas de esquimales.
in	2	I'm in first grade.	Estoy en primer grado.
	11	It's in the box.	Está en la caja.
	42	Some of them live in that house.	Algunos viven en esa casa.
	46	We need heavy clothes in winter.	Necesitamos ropa abrigada en invierno.
	49	All families need houses to live in.	Toda familia necesita casa para vivir.
	59	in a car	en un carro
in back of	12	I'm in back of Juan.	Estoy detrás de Juan.
in front of	12	I'm in front of Mary.	Estoy delante de Mary.
-ing	31	She's teaching.	Está enseñando.
	61	It's snowing.	Está nevando.
inside	64	Did you skate inside?	¿Patinó adentro?
is	1	My name is John.	Me llamo John.
	4	He is six years old.	El tiene seis años.
	11	The ball is on the table.	La bola está en la mesa.
	21	This is a ball.	Esta es una bola.
	22	Is this a set of five?	¿Es éste un conjunto de cinco?
	23	Is that ball little?	¿Es esa bola pequeña?
	32	Is the cook working?	¿Está trabajando la cocinera?
	32	Yes, she is.	Sí.
	32	No, she's not.	No.
	38	He is.	El.
	38	He isn't.	El no.
	71	One and one more is two.	Uno y uno más son dos.
it	11	It's on the box.	Está sobre la caja.
	22	Yes, it is.	Sí.
	17	Erase it.	Bórralo.
	21	I play with it.	Yo juego con ella.
	54	Does it take John as long to walk to school as it does Bill?	¿Tardan John y Bill lo mismo en caminar hasta la escuela?
	61	It's snowing.	Nieva.
jacket	27	Those are jackets.	Esos son sacos.
juice	48	Do you like to drink orange juice?	¿Te gusta el jugo de naranja?
keep	76	We need a place to keep us warm.	Necesitamos un sitio que nos abrigue.
kind	49	What kind of house is it?	¿Qué clase de casa es?
kleenex	9	He doesn't have a kleenex.	El no tiene un klinex.

lake	57	That lake is smaller.	Ese lago es más pequeño.
large	44	Is Mark's family as large as Manuel's?	¿Es la familia de Mark tan grande como la de Manuel?
leaf	67	This is a leaf	Esta es una hoja.
learn	36	We're learning to count points.	Estamos aprendiendo a contar puntas.
leaves	67	The leaves fall off in fall.	Las hojas caen en otoño.
left	51	Put your left hand up.	Levanta tu mano izquierda.
	51	He turned to the left.	Se volvió hacia la izquierda.
lettuce	47	That's lettuce.	Esa es una lechuga.
	47	I like lettuce and tomato salad.	Me gusta la ensalada de lechuga y tomate.
lifejacket	74	The're going to wear life-jackets.	Ellos van a usar salvavidas.
light	46	We need light clothes in summer.	Nosotros necesitamos ropa fresca en verano.
like	47	Do you like cherry pie?	¿Te gusta el pastel de cereza?
	69	Where is it like Michigan?	¿Dónde es como en Michigan?
line	52	Draw a line from ____ to ____.	Dibuja una línea de ____a___.
listen	36	We're listening.	Estamos escuchando.
little	23	That ball is little.	Esa bola es pequeña.
live	3	I live on ____ Street.	Vivo en la calle ____.
long	52	Is Pete's line as long as Alice's?	¿Es la línea de Pete tan larga como la de Alice?
	54	Does it take Bill as long to walk to school as it does Bob?	¿Tarda tanto Bill como Bob para llegar a la escuela?
lot, a	62	There are a lot of clouds in the sky.	Hay muchas nubes en el cielo.
	68	It usually snows a lot in winter.	Generalmente nieva mucho en el invierno.
low	56	That hill is lower.	Esa loma es más baja.
lunch	32	She's fixing lunch.	Está preparando el almuerzo.
'm	2	I'm in Baker School.	Estoy en la escuela Baker.
	33	No, I'm not.	No.
made	49	It's made of wood.	Es de madera.
make	38	Are you making a circle?	¿Estás haciendo un círculo?
many	29	How many socks are green?	¿Cuántos calcetines son verdes?
marble	21	This is a marble.	Esta es una canica. (bolita)
me	19	Put me on the bus.	Ponme en el autobús.
Michigan	68	in Michigan	en Michigan
milk	48	Do you like to drink milk?	¿Te gusta beber leche?
	48	chocolate milk	chocolate
mine	53	Mine is closer.	El mío está más cerca.
mittens	71	He's wearing mittens.	Tiene guantes puestos.
more	71	One and one more is two.	Uno y uno más son dos.
most	77	Most of them live in houses.	La mayoría vive en casas.
mother	41	That's Manuel's mother.	Esa es la mamá de Manuel.

motorcycle	74	They're going to ride a motorcycle.	Van a andar en motocicleta.
mountain	56	That mountain is higher.	Esa montaña es más alta.
my	1	My name is ____.	Me llamo
name	1	My name is John.	Me llamo John.
narrow	57	The creek is narrower.	El arroyo es más angosto.
need	7	I need a book.	Necesito un libro.
	8	He needs scissors.	El necesita tijeras.
	46	We need heavy clothes in winter.	Necesitamos ropa abrigada en invierno.
neither	79	That family doesn't and neither does that one.	Esa familia no, ni aquella tampoco.
never	69	It never snows here.	Aquí nunca nieva.
night	61	It's a snowy night.	Es una noche nevada.
nine	4	eight, nine, ten	ocho, nueve, diez
ninth	63	It's the ninth one.	Es el noveno.
no	16	No. He didn't cut the brush.	No. El no cortó la brocha.
	22	No, it's not. (a set)	No, no es. (un conjunto)
none	43	None.	Ninguno.
	43	None of them.	Ninguno de ellos
north	69	at the North Pole	en el Polo Norte
not	17	It's not on the floor.	No está en el suelo.
	33	No, I'm not.	No.
now	71	What's he wearing now?	¿Qué tiene puesto ahora?
number	44	It has the same number of people.	Tiene el mismo número de personas.
of	7	a piece of paper	un papel
	21	a set of one	un conjunto de uno
	26	a pair of pants	un par de pantalones
	44	number of people	número de personas
	49	made of wood	hecho de madera
	56	It's the widest of all.	Es el más ancho de todos.
off	67	Do leaves fall off in spring?	¿Caen las hojas en primavera?
often	66	It often rains in summer.	A menudo llueve en verano.
old	4	He's six years old.	El tiene seis años.
on	3	I live on Baker Street.	Vivo en la calle Baker.
	11	It's on the box.	Está sobre la caja.
	59	on his bicycle	en su bicicleta
on, put	73	He's going to put on his coat.	Se va a poner el abrigo.
on vacation	78	Some families live in tents when they're on vacation.	Algunas familias viven en carpas cuando van de vacaciones.
one	1	one, two, three	uno, dos, tres
	17	He wrote a one.	El escribió un uno.
	24	Which one is big?	¿Cuál es grande?
one-family	49	a one-family house	una casa para una sola familia
or	24	Is this round or square?	¿Es éste redondo o cuadrado?
	29	Are they dresses or shirts?	¿Son vestidos o camisas?

	32	Is she working or resting?	¿Está ella trabajando o descanzando?
orange	48	They're oranges.	Son naranjas.
	48	orange juice	jugo de naranja
other	58	How did Juan get to the other side of the river?	¿Cómo llegó Juan al otro lado del río?
out, come	67	Do leaves come out in spring?	¿Nacen las hojas en primavera?
outside	64	Did you play outside yesterday?	¿Jugaste afuera ayer?
over	58	He went over the mountain.	Fué por la montaña.
paint	16	He needed paint.	El necesitó pintura.
	16	He wanted to paint.	El quería pintar.
pair	26	That is a pair of pants.	Eso es un par de pantalones.
pajamas	73	He's going to put on pajamas.	Se va a poner piyamas.
pants	26	Those are pants.	Esos son pantalones.
	72	They're wearing snowpants.	Están usando pantalones de nieve.
paper	7	a piece of paper	un papel
	9	He doesn't have a paper towel.	El no tiene una toalla de papel.
parents	43	They're the parents.	Son los padres.
paste	8	He wants to paste.	El quiere engomar.
	8	He needs paste.	El necesita goma.
pencil	7	I want a pencil.	Quiero un lápiz.
penny	22	This is a penny.	Este es un centavo.
people	44	It has the same number of people.	Tiene la misma cantidad de personas.
pie	47	I like apple pie.	Me gusta el pastel de manzana.
piece	7	a piece of paper	un papel
place	76	They need a place to eat.	Necesitan un lugar para comer.
play	21	He plays with it.	El juega con ella.
	21	I play with it.	Yo juego con ella.
	64	I played house.	Jugué de "casita".
	73	to play in the snow	jugar en la nieve
plus	74	Two plus one is three.	Dos más uno son tres.
point	36	He's counting points. (of a triangle)	Está contando puntas. (de un triángulo)
pole	69	North Pole; South Pole	Polo Norte; Pole Sur
potato	47	Those are potatoes.	Esas son papas.
	47	I like potato salad.	Me gusta la ensalada de papa.
Puerto Rico	69	Is it Puerto Rico?	¿Es Puerto Rico?
put	14	Put the trunk there.	Pon el camión ahí.
put on	73	What are you going to put on?	¿Qué te vas a poner?
put up	51	Put your left hand up.	Levanta la mano izquierda.
rain	61	It's raining.	Está lloviendo.

raincloths	72	Are they wearing raincloths?	¿Están usando ropa de lluvia?
raincoat	72	They're wearing raincoats.	Ellos tienen puestos impermeables.
rainhat	72	They're wearing rainhats.	Ellos tienen puestos sombreros para el agua.
rainy	61	It's a rainy day.	Es un día lluvioso.
ran	18	He ran to the bus.	El corrió al autobús.
read	7	I want to read.	Quiero leer.
rectangle	39	Which group is making rectangles?	¿Cuál grupo está haciendo rectángulos?
red	28	Those clothes are red.	Esa ropa es roja.
rest	32	She's resting.	Está descansando.
ride	74	They're going to ride a motorcycle.	Van a andar en motocicleta.
right	51	Put your right hand up.	Levanta la mano derecha.
	51	He turned to the right.	Se volvió a la derecha.
river	57	The river is wider.	El río es más ancho.
roller skates	64	Did you wear roller skates or ice skates?	¿Usaste patines de rueda o de nieve?
room	2	He's in Miss B's room.	El está en la clase de la Srta. B.
round	24	Is this round or square?	¿Es esto redondo o cuadrado?
row	74	They're going to row a boat.	Van a remar el bote.
run	13	Run to the table.	Corre a la mesa.
-s	8	He wants to read.	El quiere leer.
	8	He needs scissors.	El necesita tijeras.
-s	4	I'm six years old.	Tengo seis años.
	26	They're shirts.	Son camisas.
's	1	What's your name?	¿Cómo te llamas?
	11	Where's the ball?	¿Dónde esta la bola?
	41	Manuel's brother	el hermano de Manuel
	44	as large as Rosa's	tan grande como la de Rosa
	61	It's snowing.	Está nevando.
salad	47	I like potato salad.	Me gusta la ensalada de papa.
same	27	They're the same size.	Son del mismo tamaño.
school	2	What school are you in?	¿En qué escuela estás?
scissors	8	He needs scissors.	El necesita tijeras.
season	68	What season comes after fall?	¿Cuál estación sigue al otoño.
second	56	the second mountain	la segunda montaña
	56	He climbed that mountain second.	El escaló esa montaña de segunda.
set	21	That is a set of two.	Es un conjunto de dos.
seven	3	five, six, seven	cinco, seis, siete
seventh	58	the seventh mountain	la séptima montaña
shape	24	What shape is that?	¿De qué forma es eso?
share	37	We're sharing crayons.	Estamos compartiendo crayolas.
she	2	She's in the first grade.	Ella está en primer grado.

shelter	76	What do they need shelter for?	¿Para que necesitan vivienda ellos?
shine	62	The sun is shining.	El sol está brillando.
shirt	26	Those are shirts.	Esas son camisas.
shoes	27	Those are shoes.	Esos son zapatos.
short	52	Is Pete's line as short as Alice's?	¿Es la línea de Pete tan corta como la de Alice?
side	37	We're counting sides.	Estamos contando lados.
	58	How did Juan get to the other side of the river?	¿Cómo llegó Juan a la otra orilla del río?
sister	41	That's Manuel's sister.	Esa es la hermana de Manuel.
six	3	five, six, seven	cinco, seis, siete
sixth	57	Is the sixth river widest?	Es el sexto rio más ancho.
size	23	What size is that ball?	¿De qué tamaño es esa bola?
skate	64	Did you skate outside?	¿Patinaste afuera?
	64	roller/ice skates	patines de ruedas/hielo
sky	62	Are there any clouds in the sky?	¿Hay nubes en el cielo?
sleep	73	Because he's going to sleep.	Porque va a dormir.
slowly	18	He walked slowly.	El caminó despacio.
small	44	Is Mark's family as small as Manuel's?	¿Es la familia de Mark tan pequeña como la de Manuel?
snow	61	It's snowing.	Está nevando.
	72	Were they wearing snowpants before?	¿Tenían ellos puestos pantalones de nieve antes?
	73	Because he's going to play in the snow.	Porque va a jugar en la nieve.
snowy	61	It's a snowy day.	Es un día de nieve.
so	79	That family lives in a house and so does that one.	Esa familia vive en una casa y esa otra también.
sock	27	Those are socks.	Esos son calcetines.
some	42	some of them	algunos
sometimes	66	It sometimes rains in fall.	Algunas veces llueve en otoño.
south	69	South Pole	Polo Sur
spring	67	Is it ever cold in spring?	¿Es a veces frío en primavera?
square	24	Is this round or square?	¿Es esto redondo o cuadrado?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
stop	18	Stop!	¡Pare!
store	19	Take Blink to the store.	Lleva a Blink a la tienda.
straight	51	Go straight ahead.	Siga recto.
string	53	Ned's string is longer.	La cuerda de Ned es más larga.
suit, swim-	73	He's going to put on his swimsuit.	Se va a poner su traje de baño.
summer	46	We need light clothes in summer.	Necesitamos ropa liviana en verano.
	46	Some of them are summer clothes.	Alguna es ropa de verano.
sun	62	The sun is shining.	El sol está brillando.
sunny	62	It's a sunny day.	Es un día asoleado.

sweep	33	I'm sweeping the floor.	Estoy barriendo el piso.
swim	73	Because he's going to swim.	Porque va a nadar.
swimsuit	73	He's going to put on his swimsuit.	Se va a poner su traje de baño.
table	11	It's on the table.	Está en la mesa.
take	14	Take the paste there.	Lleva la goma ahí.
	54	Does it take Paul as long to walk to school as it does Bill?	¿Tarda tanto Paul en caminar hasta la escuela como Bill?
teach	31	She's teaching.	Está enseñando.
teacher	31	What's the teacher doing?	¿Qué está haciendo la maestra?
ten	4	eight, nine, ten	ocho, nueve, diez
tent	77	Those people live in tents.	Esa gente vive en carpas.
tenth	63	It's the tenth one.	Es la décima.
than	47	I like cherry pie better than apple pie.	Me gusta más el pastel de cereza que el de manzana.
	53	closer to Pete's than to Joe's	más cerca de Pete que de Joe
that	21	That's a ball.	Esa es una bola?
	21	What's that?	¿Qué es eso?
	21	What's in that?	¿Qué hay en eso?
	23	That ball.	Esa bola.
the	11	Where's the ball?	¿Dónde está la bola?
them	42	some of them	algunos
then	54	First he___. Then he ____.	Primero él ___. Después___.
there	14	Take the paste there.	Lleva la goma ahí.
	62	There are a lot of clouds.	Hay muchas nubes.
these	26	What are these?	¿Qué son estos?
they	26	They're shirts.	Son camisas.
	36	They're counting points.	Están contando puntas.
	34	What are they doing?	¿Qué están haciendo ellos?
third	56	the third mountain	la tercer montaña
	56	He climbed ____ third.	El escaló ____ de tercero.
this	21	This is a block.	Este es un bloque.
	21	What's in this?	¿Qué hay en esto?
	23	This ball.	Esta bola.
those	26	What are those?	¿Qué son esos?
	46	Those are light clothes.	Esa es ropa liviana.
	77	Those people live in igloos too.	Esa gente vive en chosas de esquimales también.
three	1	one, two, three	uno, dos, tres
	17	He wrote a three.	El escribió un tres.
through	58	He went through the tunnel.	Fue por el túnel.
time	78	all of the time	Todo el tiempo
to	8	I want to read.	Quiero leer.
	13	Go to the table.	Ve a la mesa.
	49	All families need houses to live in.	Toda familia necesita casa para vivir.
	43	All of them belong to the same family.	Todos pertenecen a la misma familia.
	52	close to the desk	cerca del escritorio
	52	from the desk to the door	del escritorio a la puerta

today	61	Today is a rainy day.	Hoy es un día lluvioso.
together	37	They're working together.	Están trabajando juntos.
tomato	47	These are tomatoes.	Estos son tomates.
	47	I like lettuce and tomato salad.	Me gusta la ensalada de lechuga y tomate.
too	77	Those people live in igloos too.	Esa gente vive en chozas de esquimales también.
took	19	He took Blink to the store.	El llevó a Blink a la tienda.
towel	9	a paper towel	una toalla de papel
town	58	He went through the town.	El atravesó el pueblo.
trailer	77	Most of them live in houses, but a few live in trailers.	La mayoría viven en casas, pero algunos viven en casas-remolque.
triangle	38	Are you making a triangle?	¿Estás haciendo un triángulo?
truck	6	I have a truck.	Tengo un camión.
tunnel	58	He went through the tunnel.	Fue por el túnel.
turn	51	Which way did he turn?	¿Hacia dónde se volvió?
two	1	one, two, three	uno, dos, tres
	17	He wrote a two.	El escribió un dos.
uncle	42	That's my uncle.	Ese es mi tío.
up	51	Put your left hand up.	Levanta la mano izquierda.
us	48	all of us	nosotros
use	17	What did he use?	¿Qué usó él?
	17	He used an eraser.	El usó un borrador.
usually	66	It's usually hot in summer.	Usualmente hace calor en verano.
vacation, on	78	Some families live on houseboats when they're on vacation.	Algunas familias viven en casas-bote cuando están de vacaciones.
walk	13	Walk to the table.	Camina hasta la mesa.
	7	I want to read.	Quiero leer.
	8	He wants to read.	El quiere leer.
warm	67	Is it ever warm is spring?	¿Hace calor a veces en primavera?
was	63	Was it sunny yesterday	¿Fue ayer un día de sol?
	71	He wasn't wearing a coat?	El no usaba abrigo.
way	51	Which way did he turn?	¿Hacia qué lado se volvió?
we	36	We're listening.	Estamos escuchando.
wear	49	All families need clothes to wear.	Toda la familia necesita ropa.
weather	63	Is the weather the same today as it was yesterday?	¿Está hoy el tiempo como estuvo ayer?
went	18	He went to school.	El fue a la escuela.
were	63	There were a lot of clouds in the sky.	Había muchas nubes en el cielo.

	72	Were they wearing snowpants?	¿Tenían ellos puestos pantalones de nieve?
wet	61	It's a wet day.	Es un día húmedo.
what	1	What's your name?	¿Cómo te llamas?
	6	What do you have?	¿Qué tienes?
	76	What else do they need shelter for?	¿Para qué más necesitan vivienda?
	77	What kind of shelter do those people live in?	¿En qué tipo de vivienda vive esa gente?
when	68	When is it hot in Michigan?	¿Cuándo hace calor en Michigan?
	78	Some families live on houseboats when they're on vacation.	Algunas familias viven en casas-bote cuando están de vacaciones.
where	3	Where do you live?	¿Dónde vives?
	11	Where's the ball?	¿Dónde está la bola?
which	24	Which one is big?	¿Cuál es grande?
	39	Which group is making squares?	¿Cuál grupo está haciendo cuadrados?
white	29	Are those clothes white?	¿Es esa ropa blanca?
who	38	Who's making a circle?	¿Quién está haciendo un círculo?
whose	53	Whose string is longer?	¿De quién es la cuerda más larga?
why	71	Why's he wearing a coat?	¿Por qué tiene el abrigo puesto?
wide	57	That river is wider.	Ese río es más ancho.
wind	62	The wind is blowing.	El viento sopla.
window	12	I am next to the window.	Estoy al lado de la ventana.
windy	62	It's a windy day.	Es un día ventoso.
Wink	2	Her name is Wink.	Se llama Wink.
winter	46	We need heavy clothes in winter	Necesitamos ropa abrigada en invierno.
	46	Some of them are winter clothes.	Alguna es ropa de invierno.
with	21	He plays with it.	Juega con él.
wood	49	It's made of wood.	Es de madera.
wooden	49	It's a wooden house.	Es una casa de madera.
wore	64	She wore roller skates.	Ella usó patines de rueda.
work	32	She's working.	Está trabajando.
write	7	I want to write.	Quiero escribir.
wrote	17	He wrote a one.	El escribió un uno.
years	4	I am six years old.	Tengo seis años.
yellow	28	Those clothes are yellow.	Esa ropa es amarilla.
yes	16	Yes. He pasted.	Sí. El engomó.
	22	Yes, it is. (a set)	Sí es. (un conjunto)
yesterday	63	Was it sunny yesterday?	¿Hacía sol ayer?
you	2	What grade are you in	¿En qué grado estás?
	33	What are you doing? (singular)	¿Qué estás haciendo?
	36	What are you doing? (plural)	¿Qué están haciendo Uds.?

your	1	What's your name?	¿Cómo te llamas?
yours	53	Yours is closer.	El tuyo está más cerca.
zero	43	It has zero children.	Tiene cero niños.

ART SUPPLEMENT

Blink

Wink

Wink and Blink are camel puppets. Wink is a girl and Blink is a boy. They may be hand-sewn or machine stitched. Some of the pieces, such as the eyes and eyelids, may be glued on. Both puppets can be made from the same pattern. To differentiate them, Blink, the boy puppet, has a collar and bow tie. Wink, the girl puppet, has a ruffle around her neck and a bow on top of her head.

If you have sewn before, you may have scraps for which the patterns can be easily used. If you have not sewn at all, purchasing felt squares and using the pattern layout accompaning the pattern would be most convenient and economical.

Any combination of fabrics or colors may be used. The original puppets were made of scraps of camel hair wool and cotton. Other puppets were made completely of felt squares. Both materials worked equally well. Following is a list of materials that were used to make a puppet from scraps and a puppet from felt squares:

Materials Scraps

Head, ears, nose, jaw, eyelids----------heavy camel hair wool
Inner mouth, eyes----------medium-weight olive green cotton
Bow, pupil of eyes----------light-weight turquoise blue cotton
Collar----------white cotton muslin
Ruffle----------white cotton organdy

Felt Squares

Head, ears, nose, jaw, eyelids----------two squares of gold felt
Inner mouth, eyes----------one square of green felt
Bow, pupil of eye----------one square of orange felt
Collar and ruffle----------one square of white felt

Squares of felt may be purchased at a fabric store for about 15¢ each.

You will need at least three or four colors to make the puppet colorful.

HOW TO MAKE WINK AND BLINK

1. Read each pattern piece, cut out and lay on material. Pin pattern pieces in place on material and cut out.

2. Sew head pattern according to directions on the pattern.

3. Sew seams on ears. Turn right side out. Place at downward angle in slits (see picture) and sew in place.

4. Pin and sew dart in nose, right sides together; trim excess material; press seam open.

5. Sew jaw in place on head.

6. Sew inner and upper mouth together at seam line. Then sew seamed inner mouth to nose and jaw at seam line.

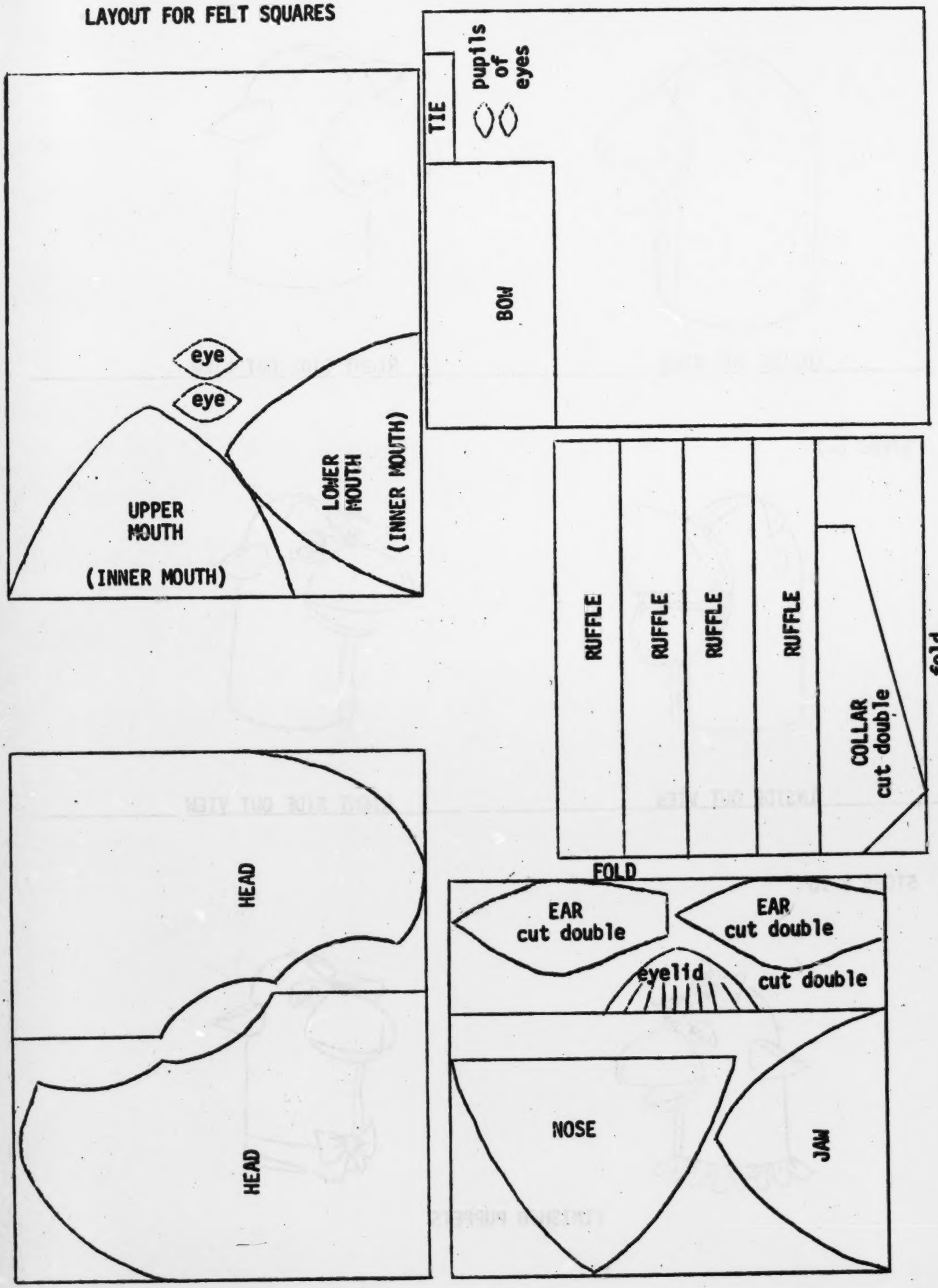
7. a.) Place eyes on head and stitch or glue in place. (Hint: place low and close to nose to give the heavy-lidded look of a camel.)
   b.) Place fringed eyelid above eye and stitch or glue in place.

8. Gather ruffle; adjust gathers to form even distribution. Stitch to neck.

9. Place collar on neck, adjust, and stitch in place.

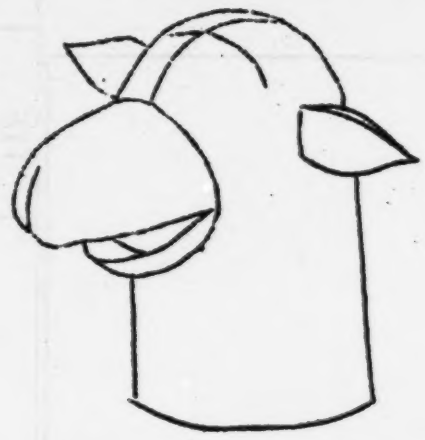
10. Fold bow slightly in center and secure with the center tie. Stitch center tie in place. Put bow on collar of Blink or head of Wink and stitch in place.

LAYOUT FOR FELT SQUARES



STEPS 1-5

INSIDE OUT VIEW



RIGHT SIDE OUT VIEW

STEPS 6-7

INSIDE OUT VIEW

RIGHT SIDE OUT VIEW

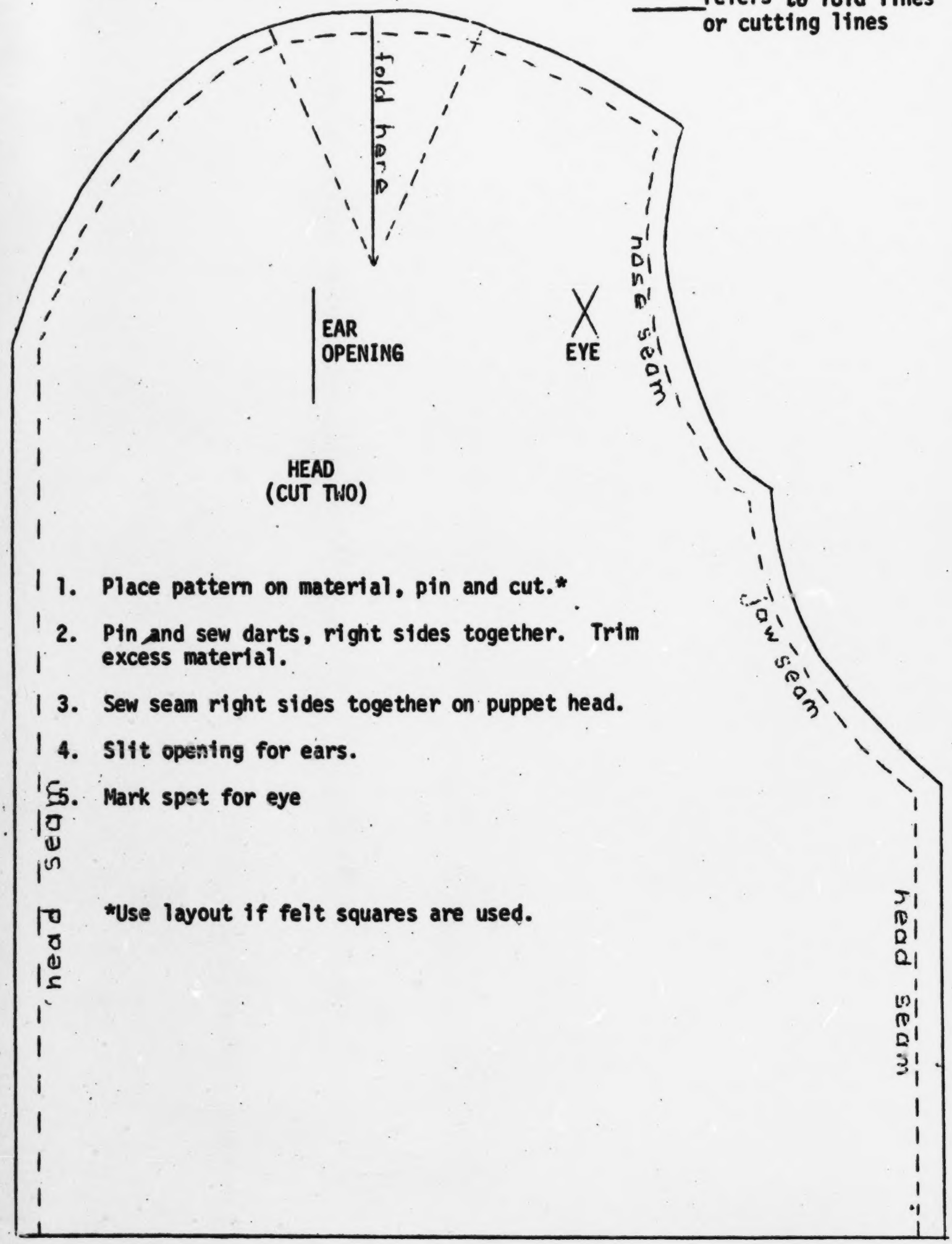
STEPS 8-10

FINISHED PUPPETS

READ PATTERN PIECES FOR HELPFUL SUGGESTIONS

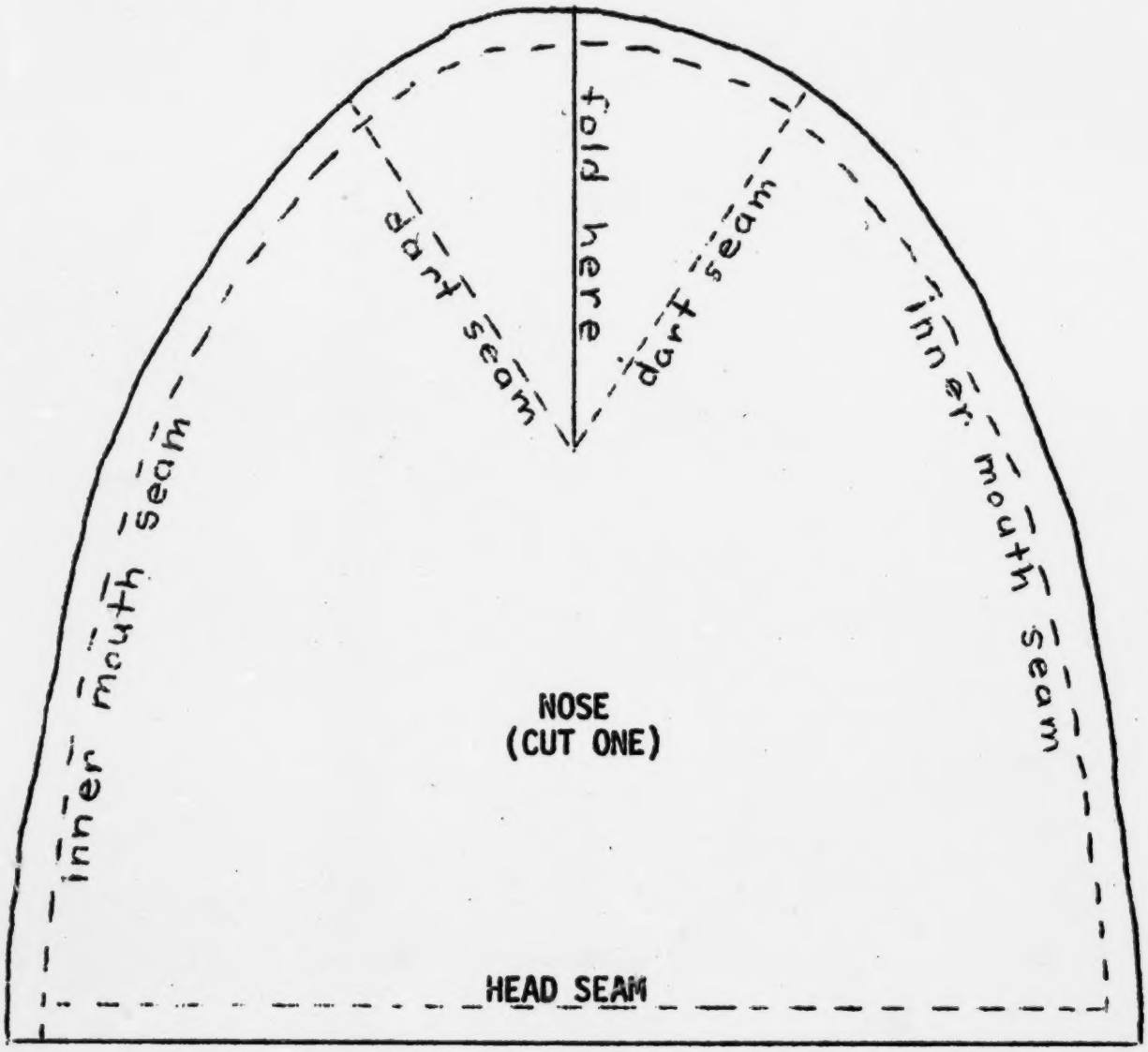
------refers to seam lines

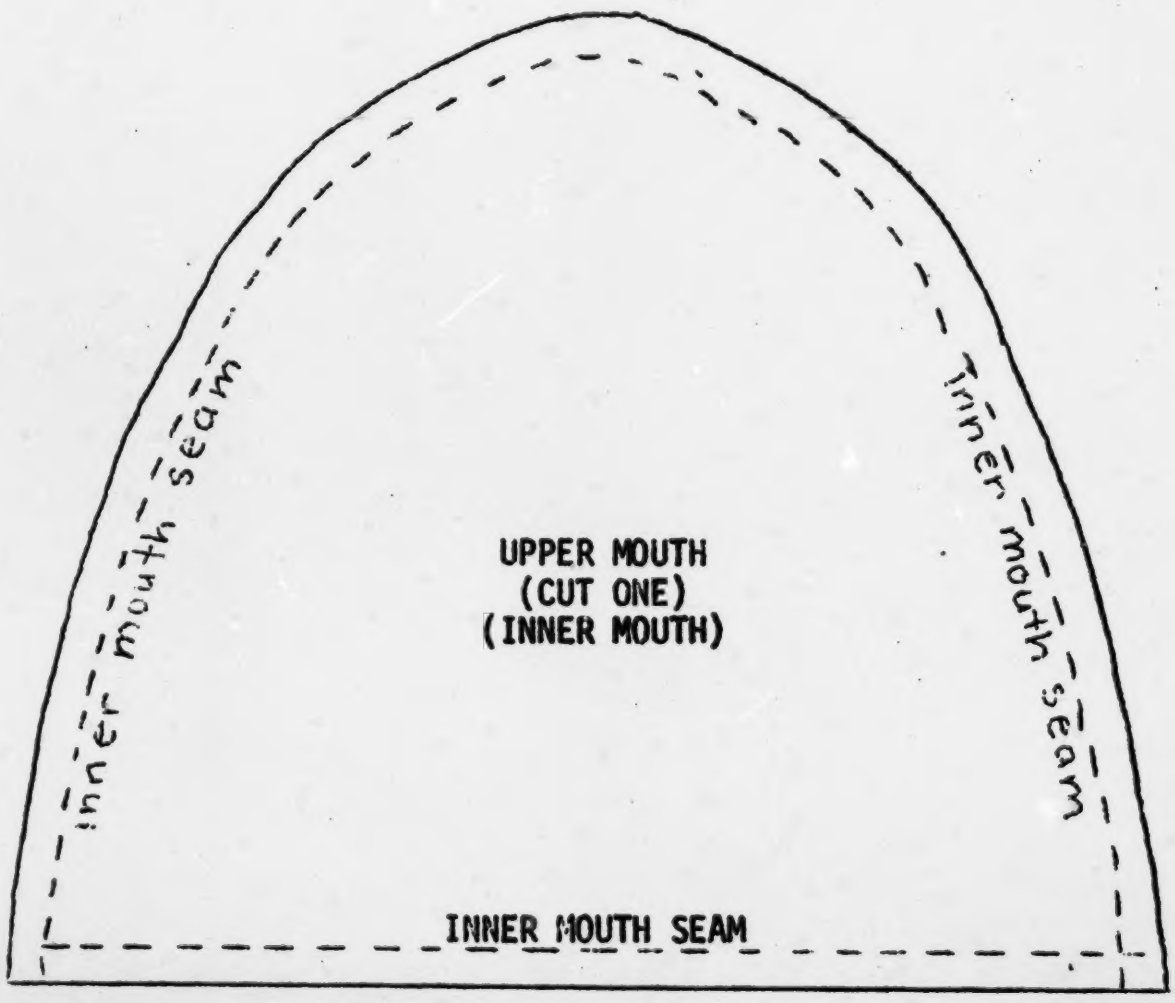
_____refers to fold lines or cutting lines

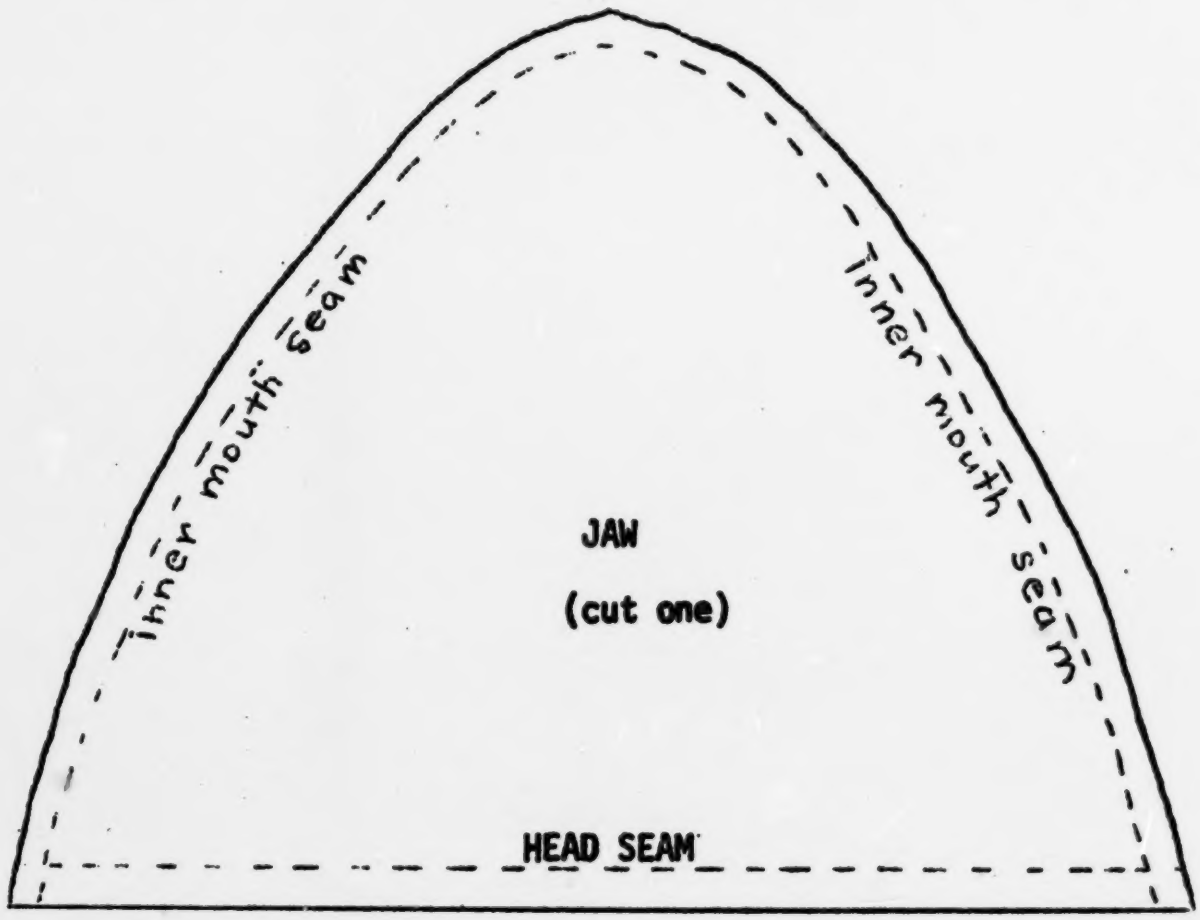


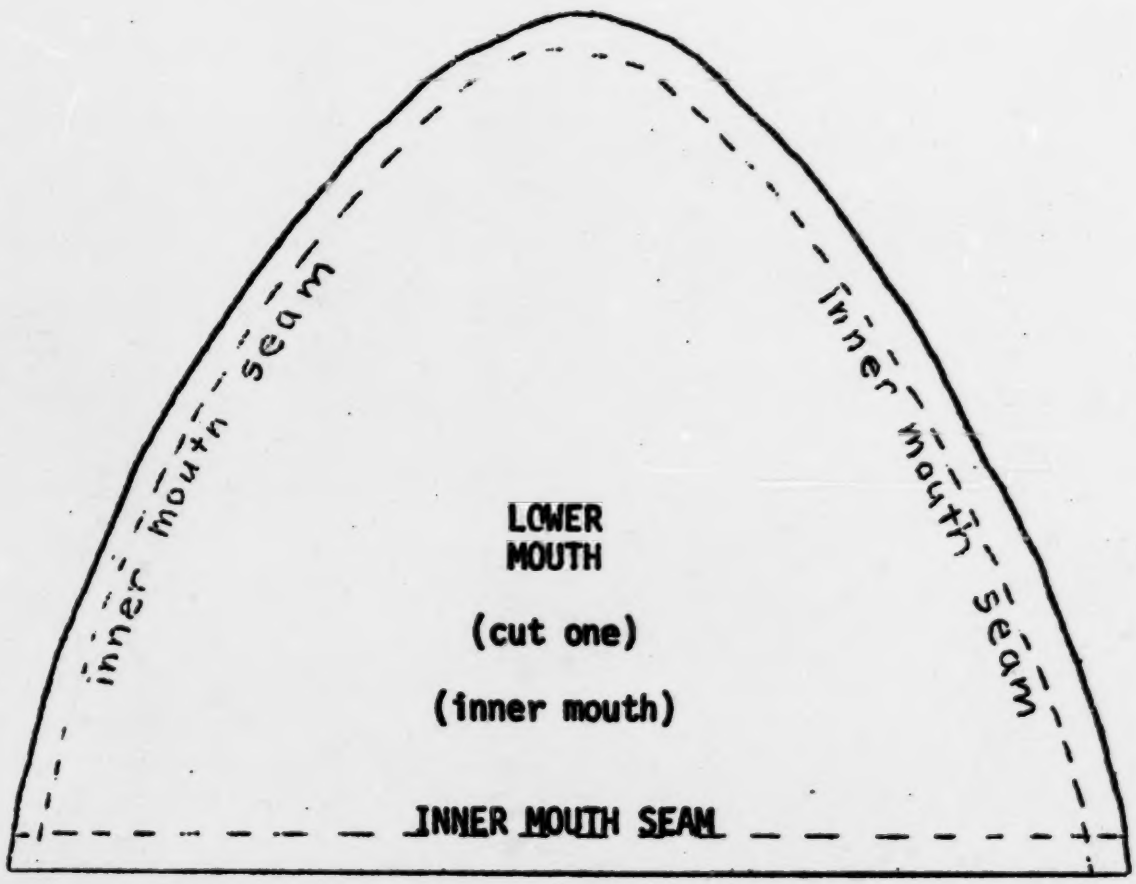
1. Place pattern on material, pin and cut.*
2. Pin and sew darts, right sides together. Trim excess material.
3. Sew seam right sides together on puppet head.
4. Slit opening for ears.
5. Mark spot for eye

*Use layout if felt squares are used.


fold here
dart seam
dart seam
inner mouth seam
inner mouth seam
NOSE
(CUT ONE)
HEAD SEAM


inner mouth seam
inner mouth seam
UPPER MOUTH
(CUT ONE)
(INNER MOUTH)
INNER MOUTH SEAM


inner mouth seam
inner mouth seam
JAW
(cut one)
HEAD SEAM


inner mouth seam
inner mouth seam
LOWER
MOUTH
(cut one)
(inner mouth)
INNER MOUTH SEAM

WINK'S RUFFLE (cut four lengths)

BLINK'S COLLAR

(cut two)

BOW

FOR

WINK'S HAIR

-OR

BLINK'S COLLAR

(cut two)

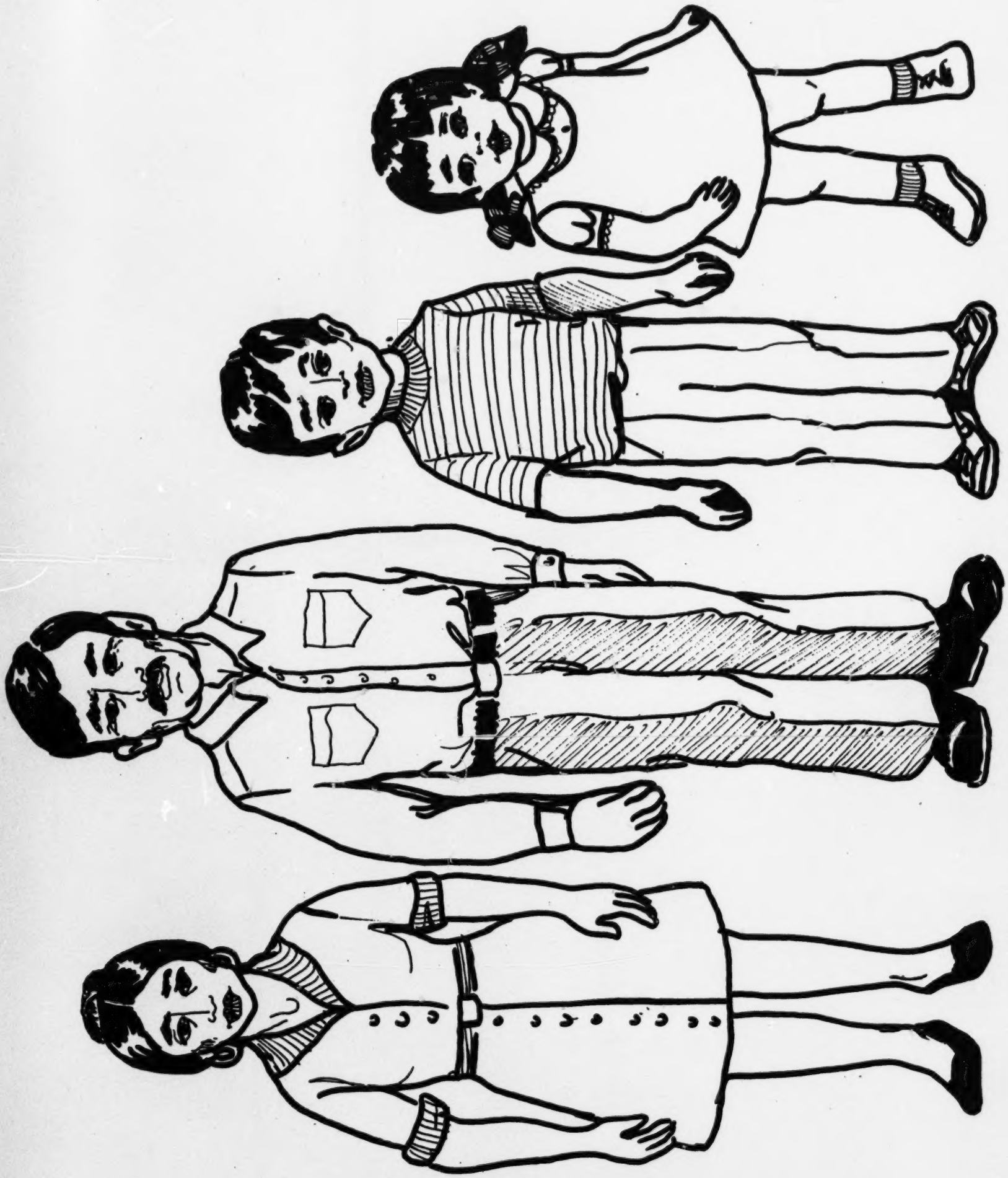
CENTER TIE FOR BOW
(cut two)

eyelid
(cut two)
fringe

top
EYE
(cut two)

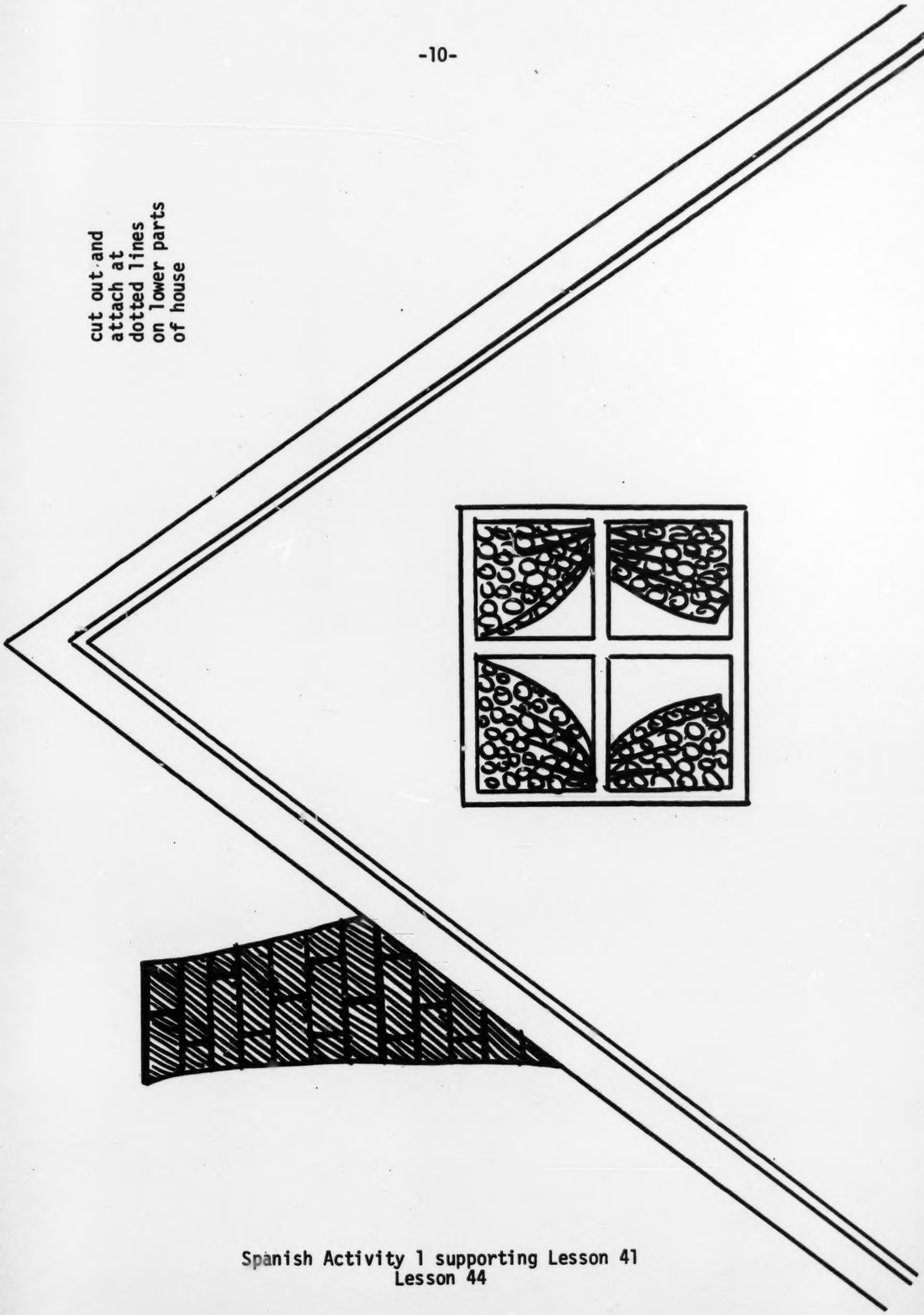
top
pupil of
eye
(cut two)

EAR
(cut two)

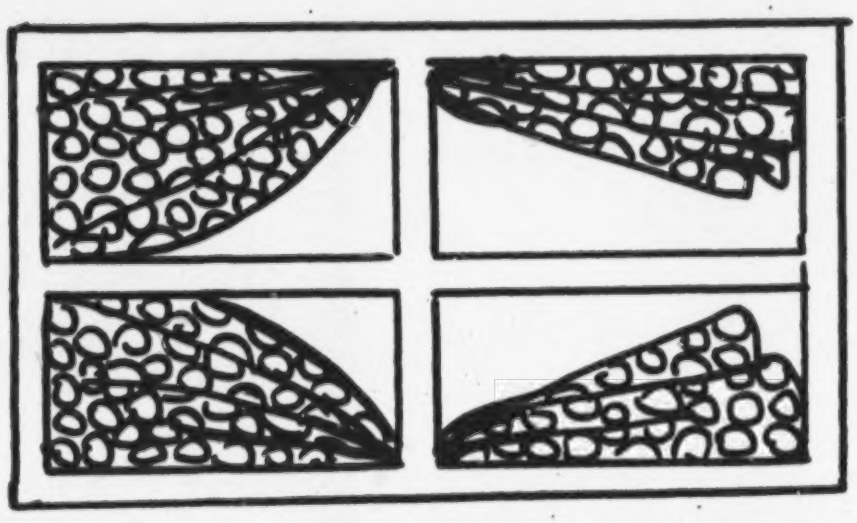


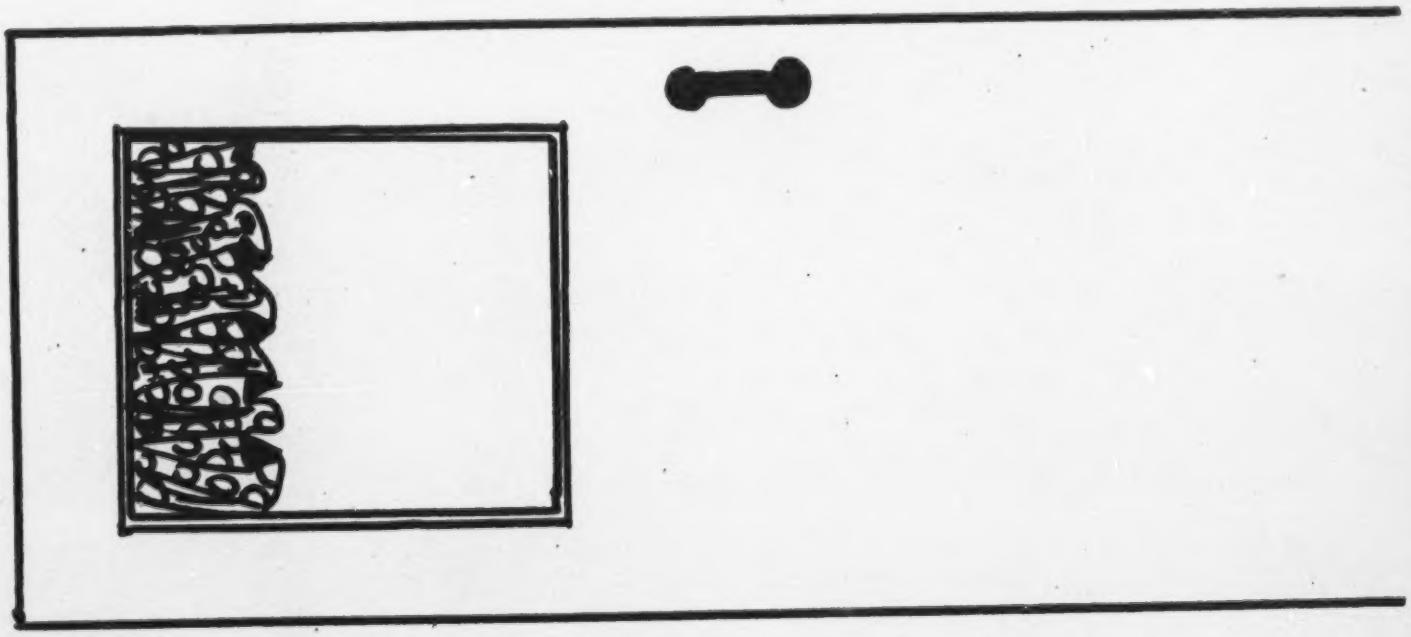
Rosa's Family Cutouts
Spanish Activity 1 supporting Lesson 41

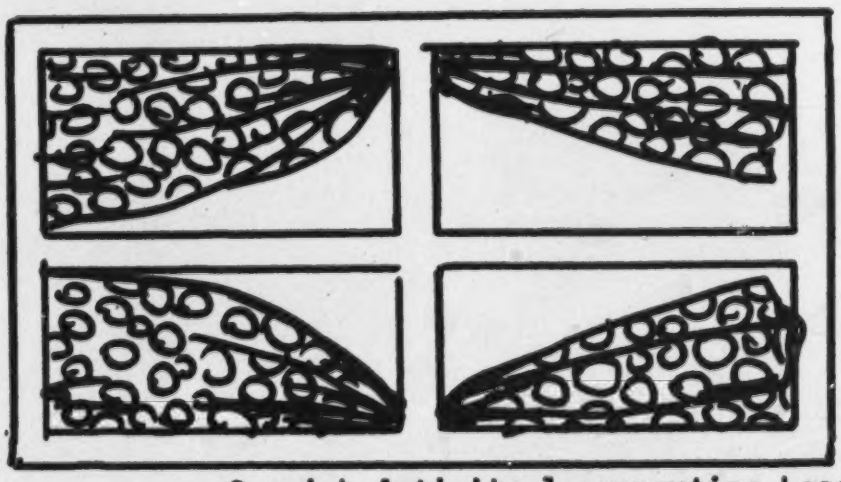
cut out and
attach at
dotted lines
on lower parts
of house



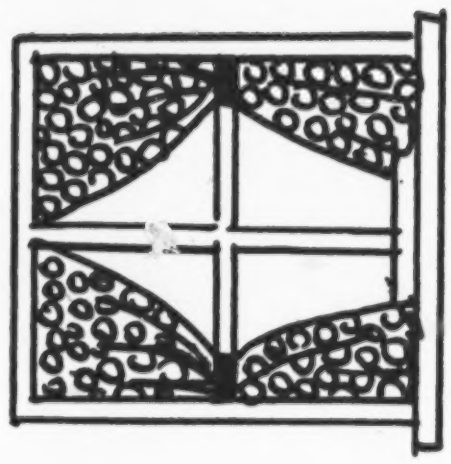
Spanish Activity 1 supporting Lesson 41
Lesson 44







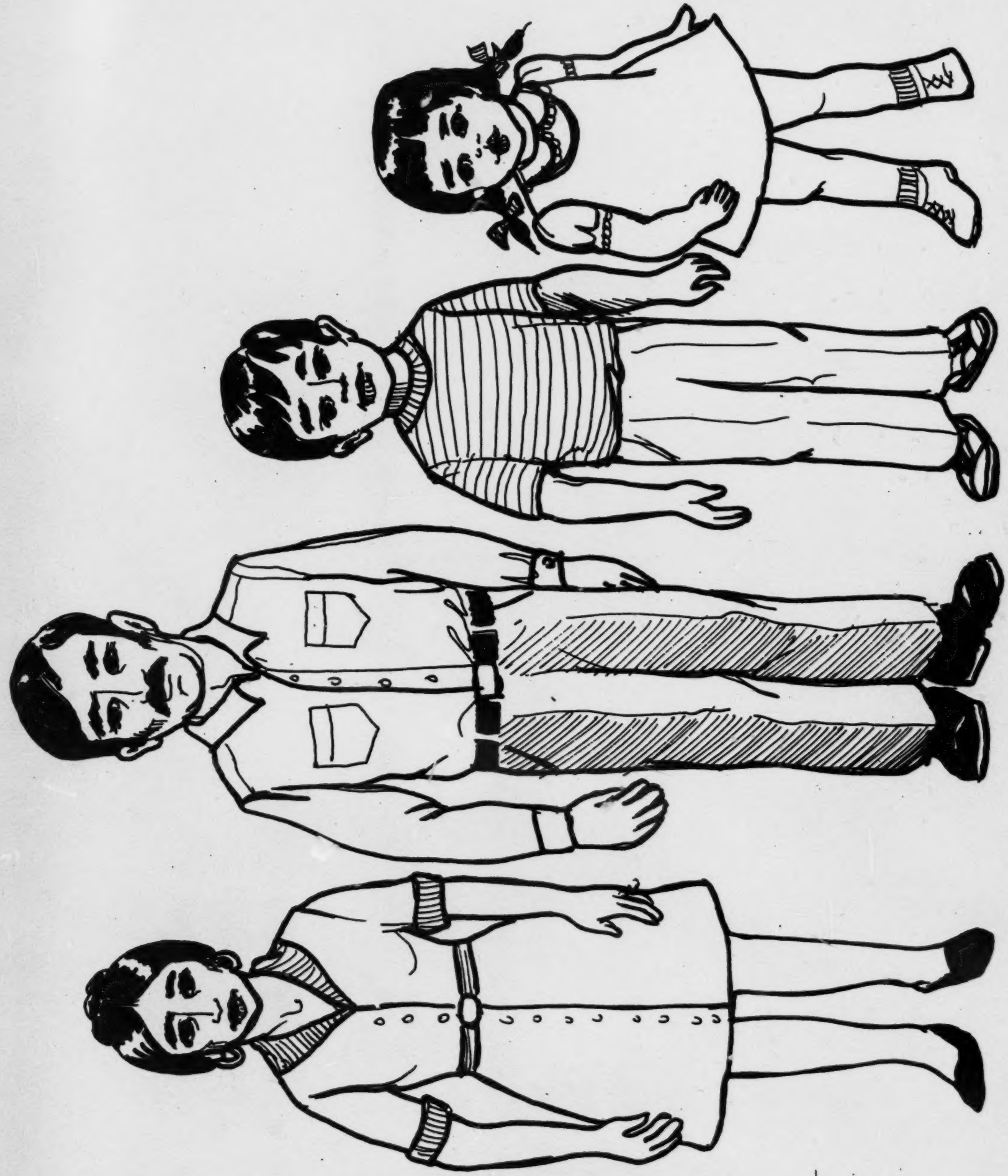
Spanish Activity 1 supporting Lesson 41
Lesson 44



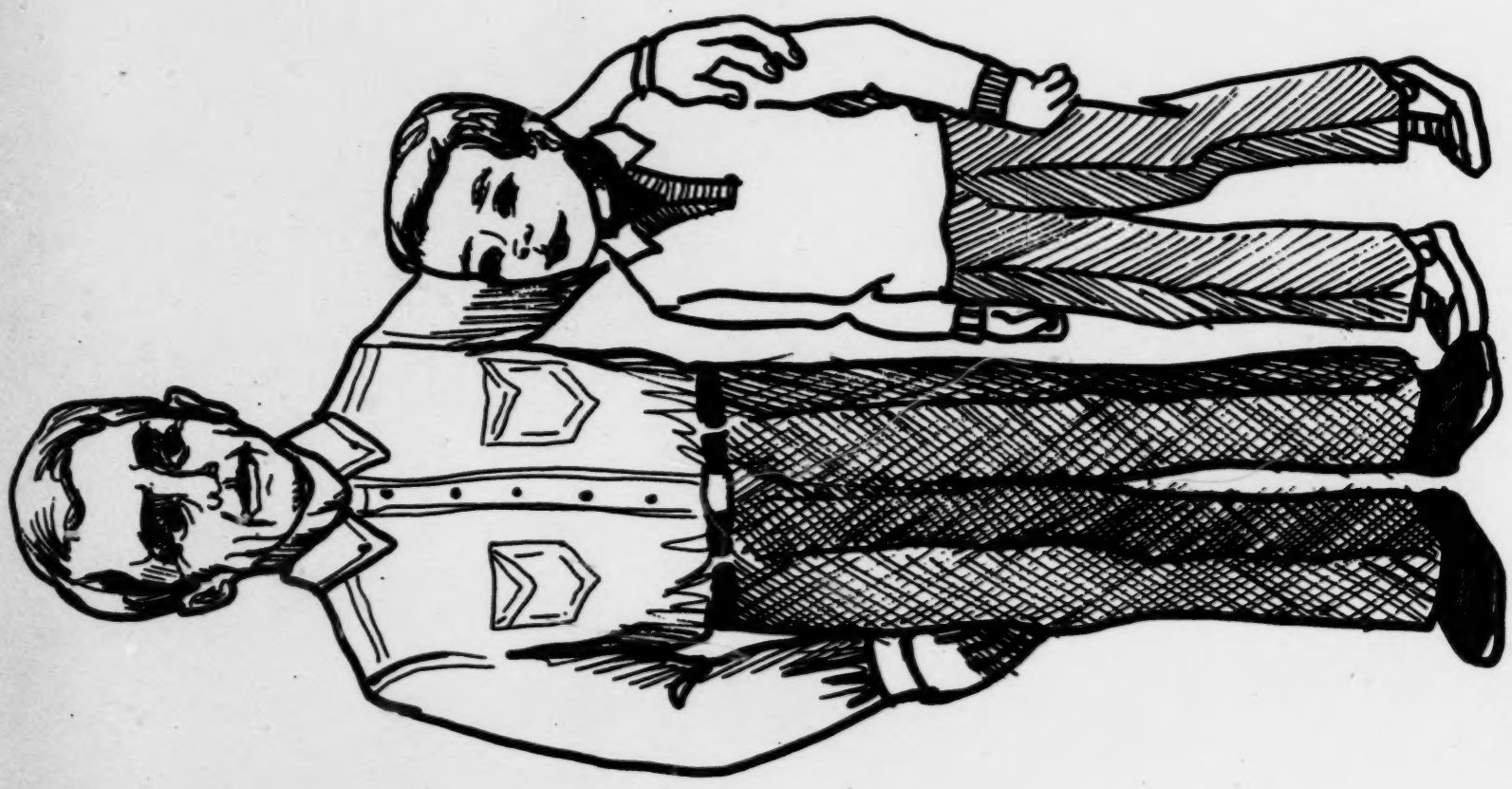
Spanish Activity 1 supporting Lesson 41
Lesson 44

Ana's Family
Spanish Activity 3 supporting Lesson 43

Elena
Spanish Activity 4 supporting Lesson 44



Rosa's Family
For use with many lessons

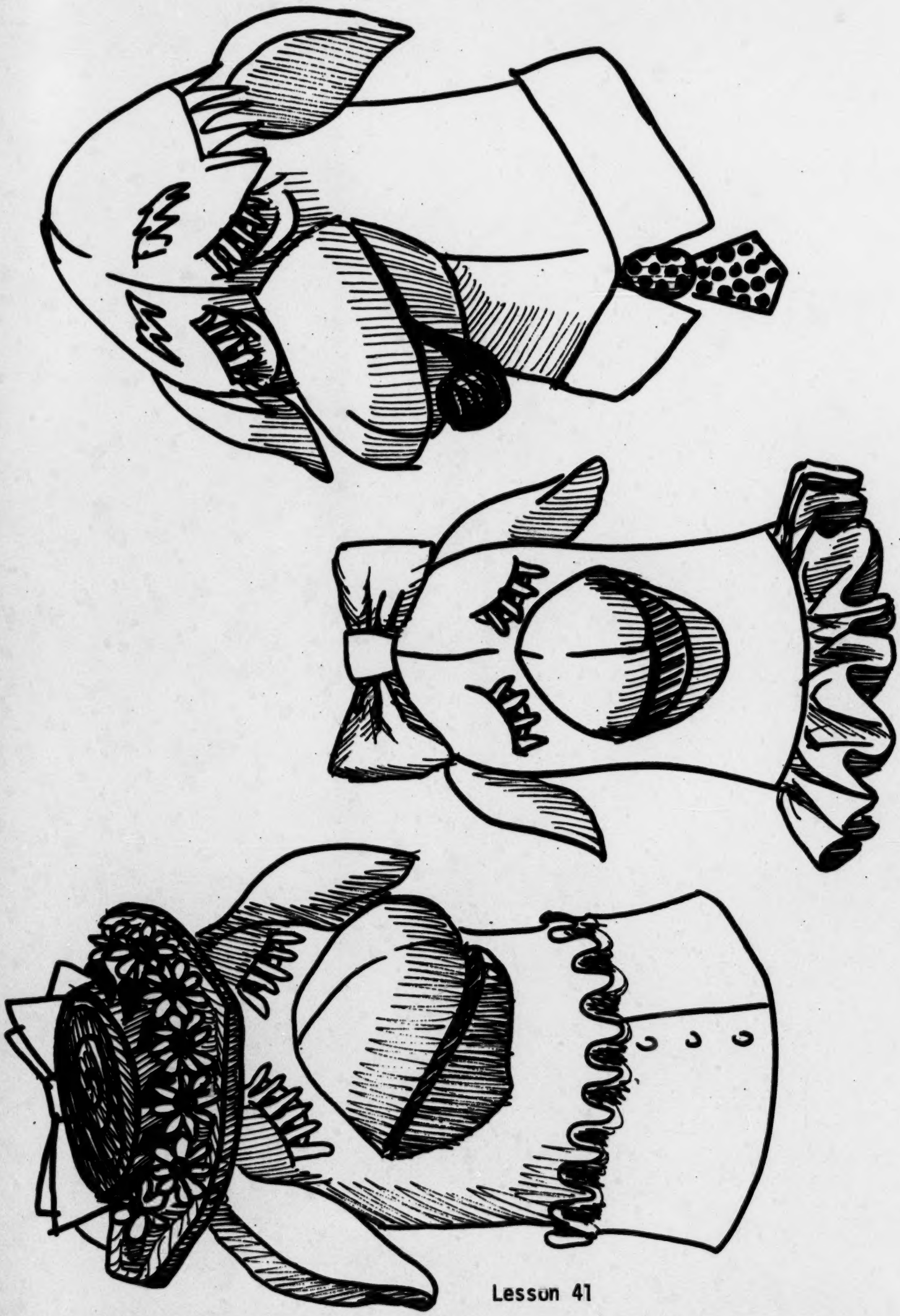


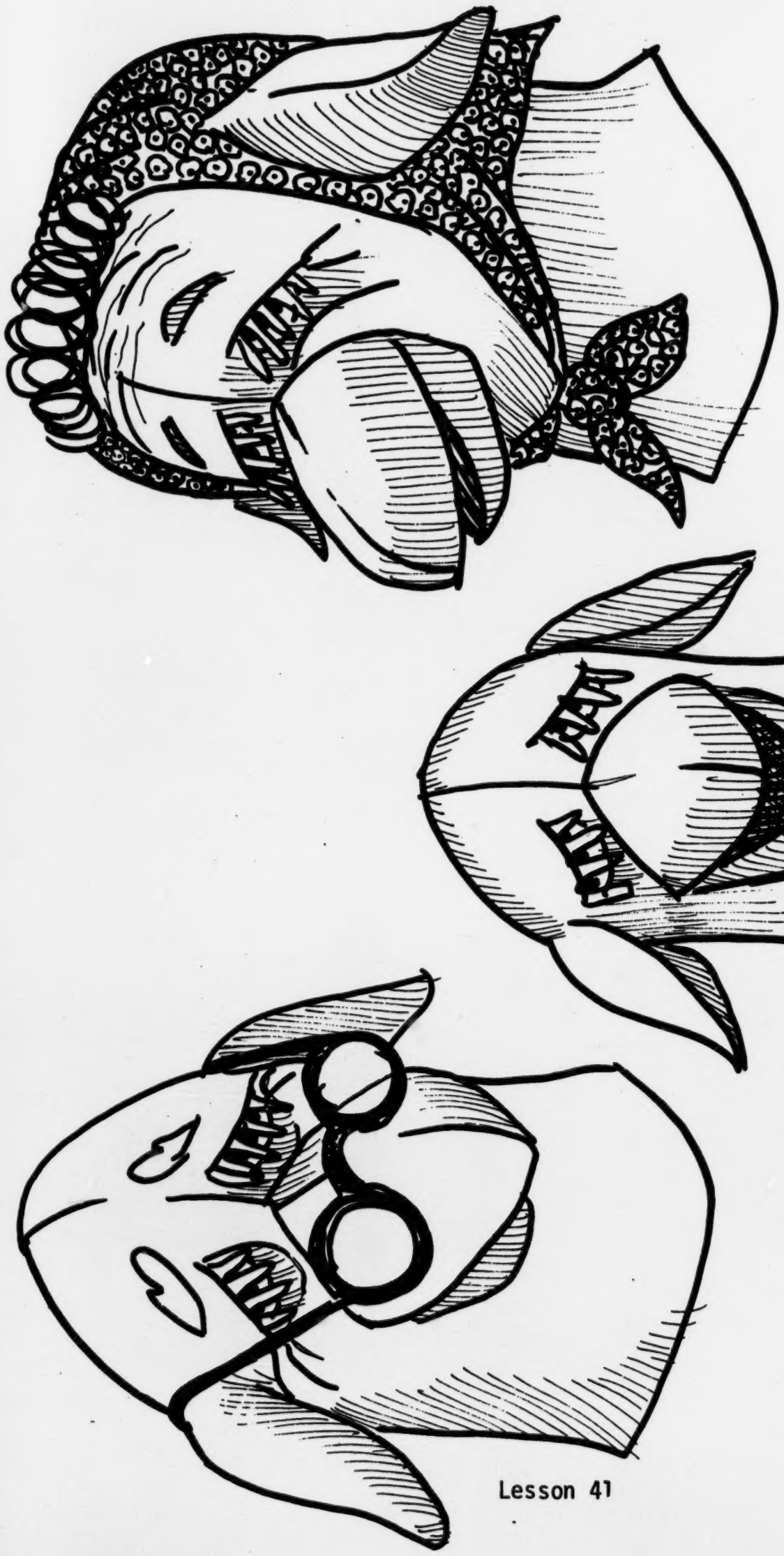
Ray's Family
For use with many lessons

Jimmy's Family
For use with many lessons

Don's Family
For use with many lessons

Manuel's Family
For use with many lessons

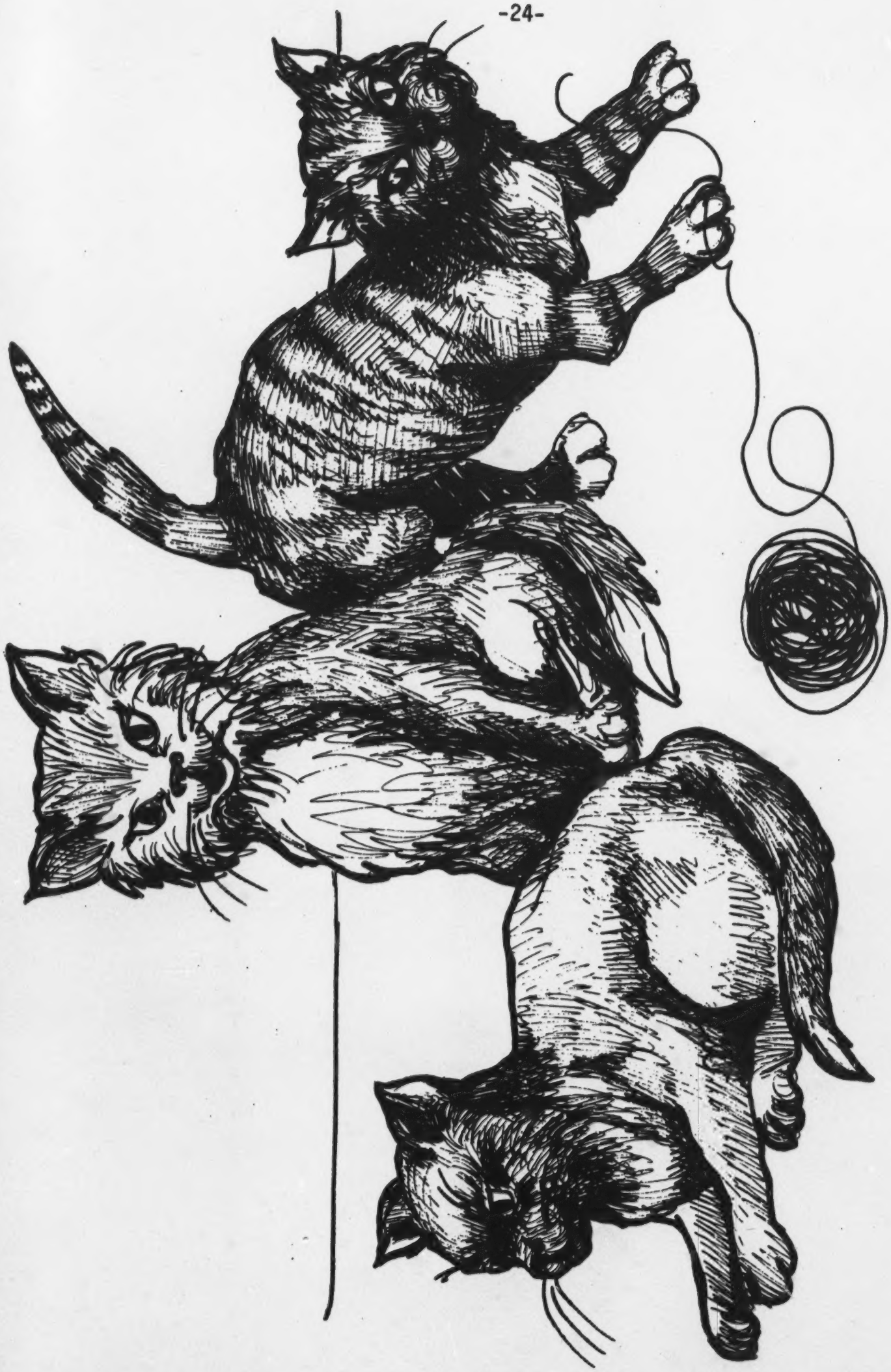




Lesson 41

Maria's Family Cutouts
Lesson 42, 43
Spanish Activity 2 supporting Lesson 42

Pablo's Family Cutouts
For use with many lessons

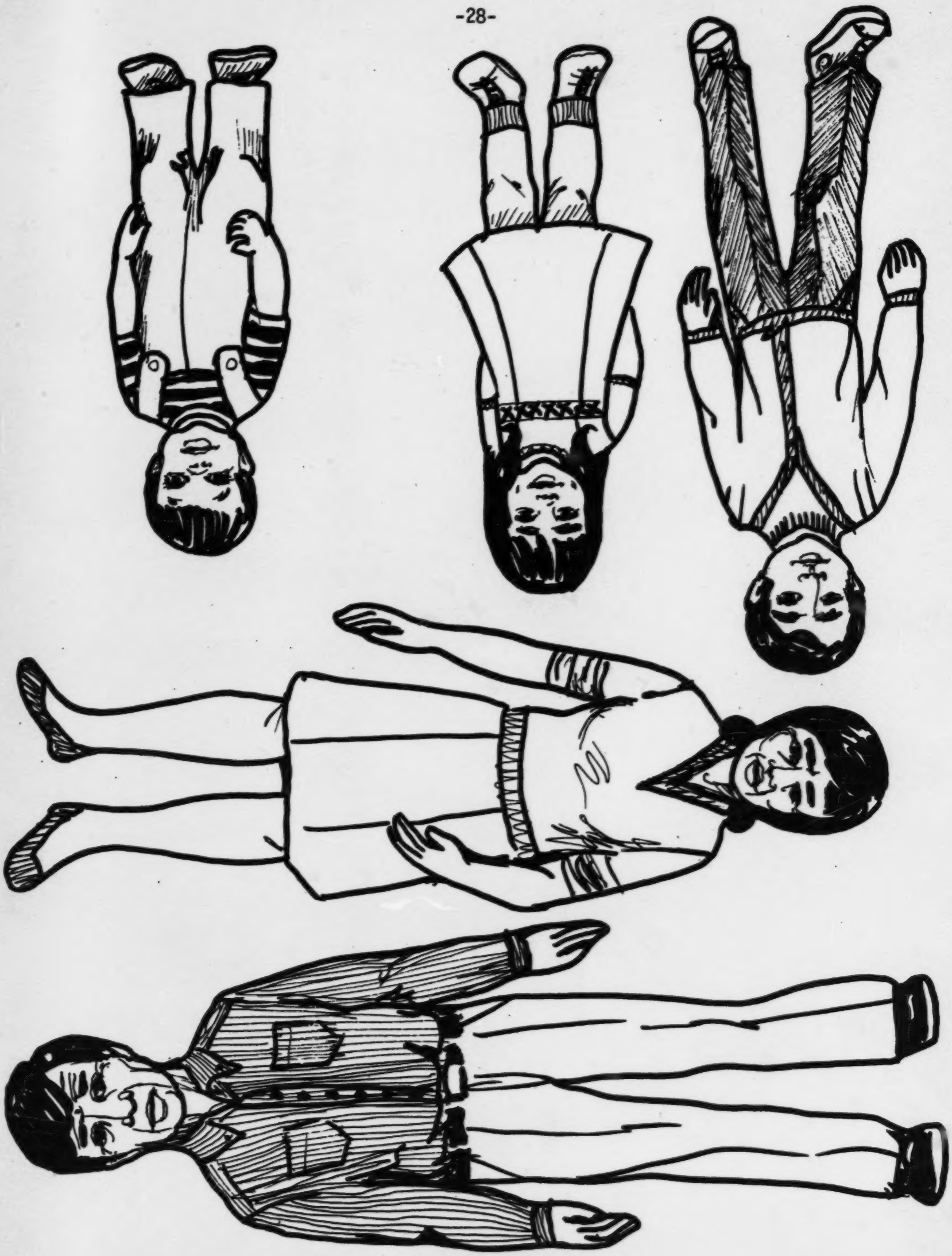


Lesson 43

Juan's Family
Lesson 44
Spanish Activity 4 supporting Lesson 44

Lupe's Family

For use with many lessons

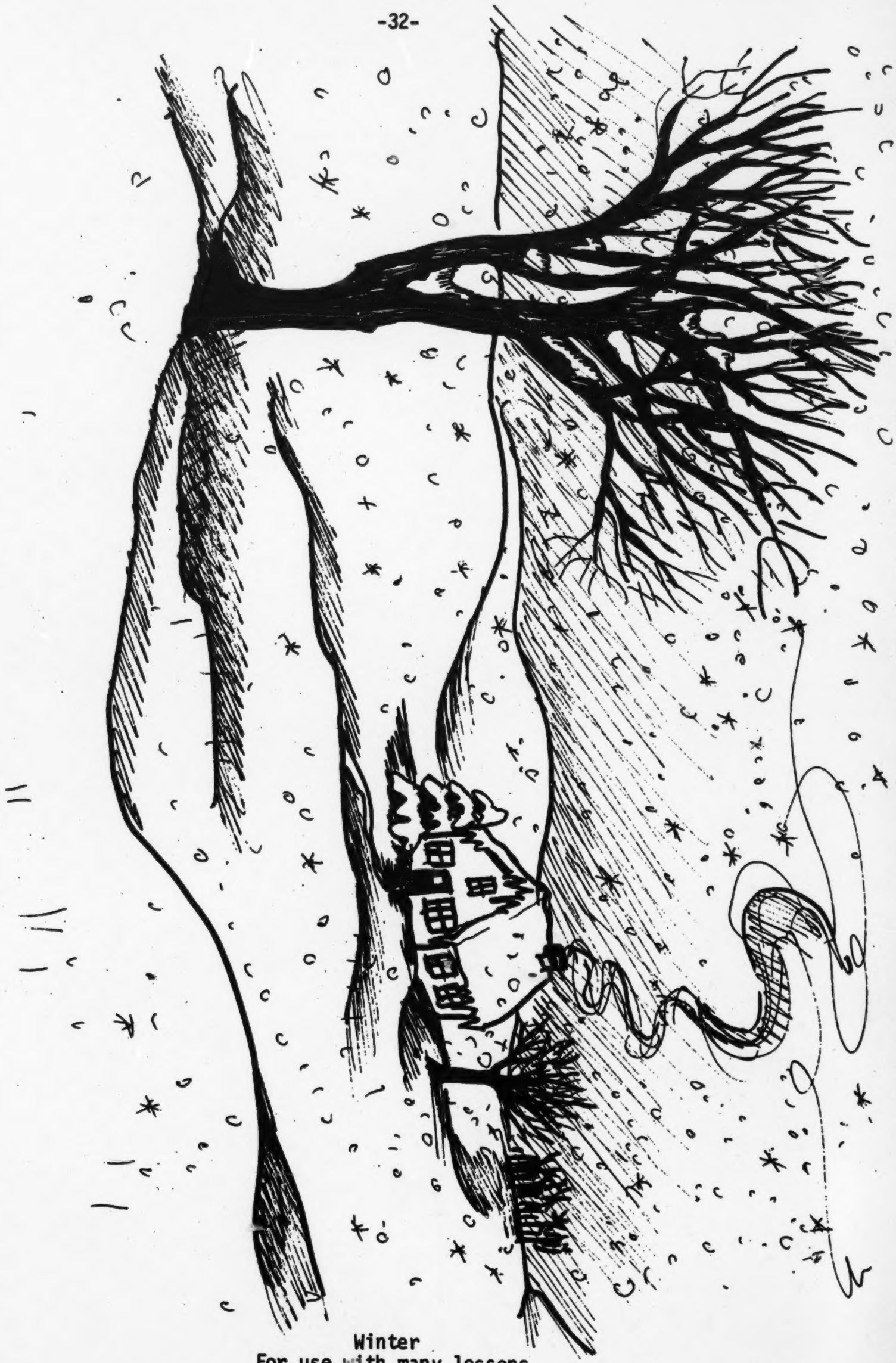


Jane's Family Cutouts
Lesson 45

Pablo's and Jane's Grandparents' Cutouts
Lesson 45

Juanita's Family
Lesson 45, 50

Summer
For use with many lessons



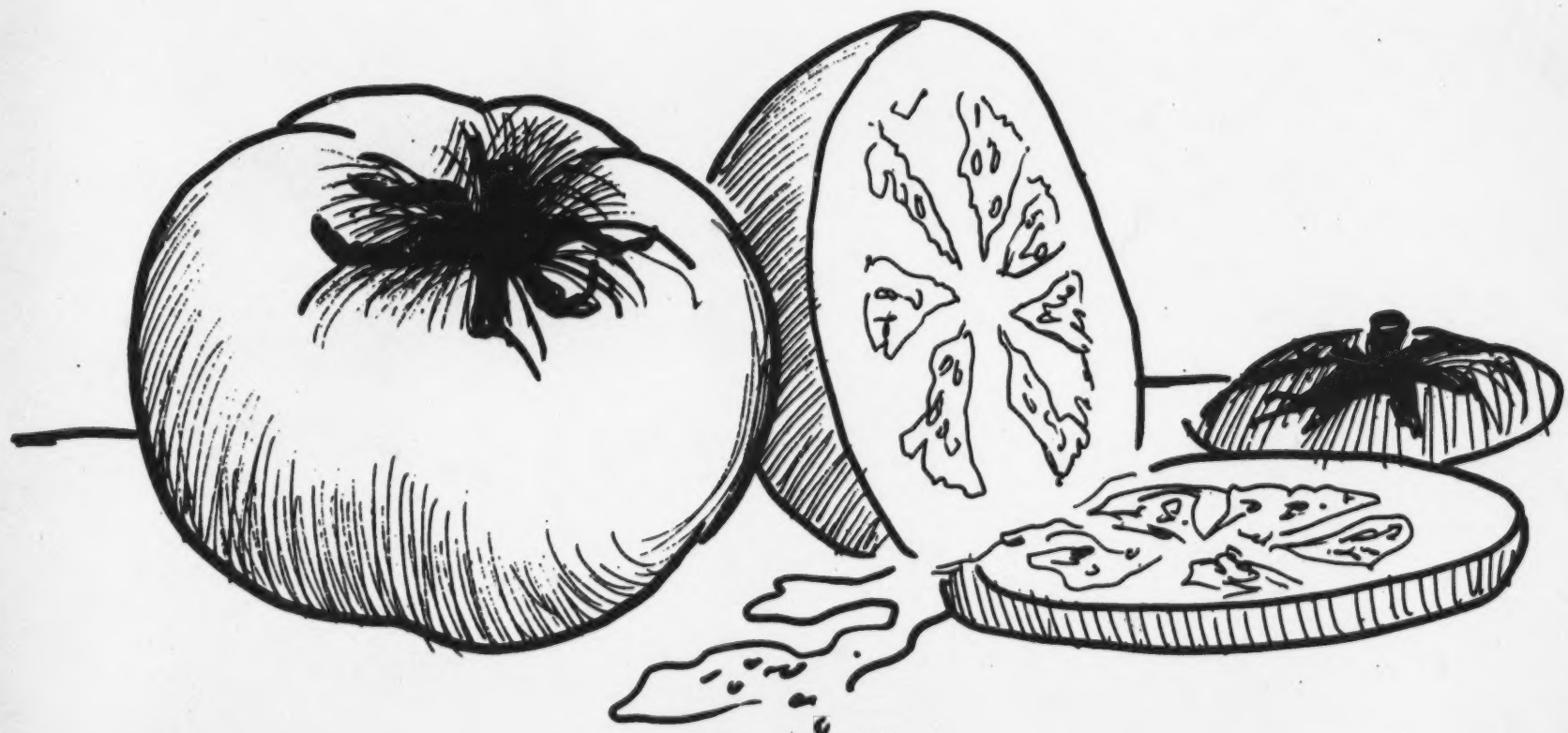
Winter
For use with many lessons

Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47

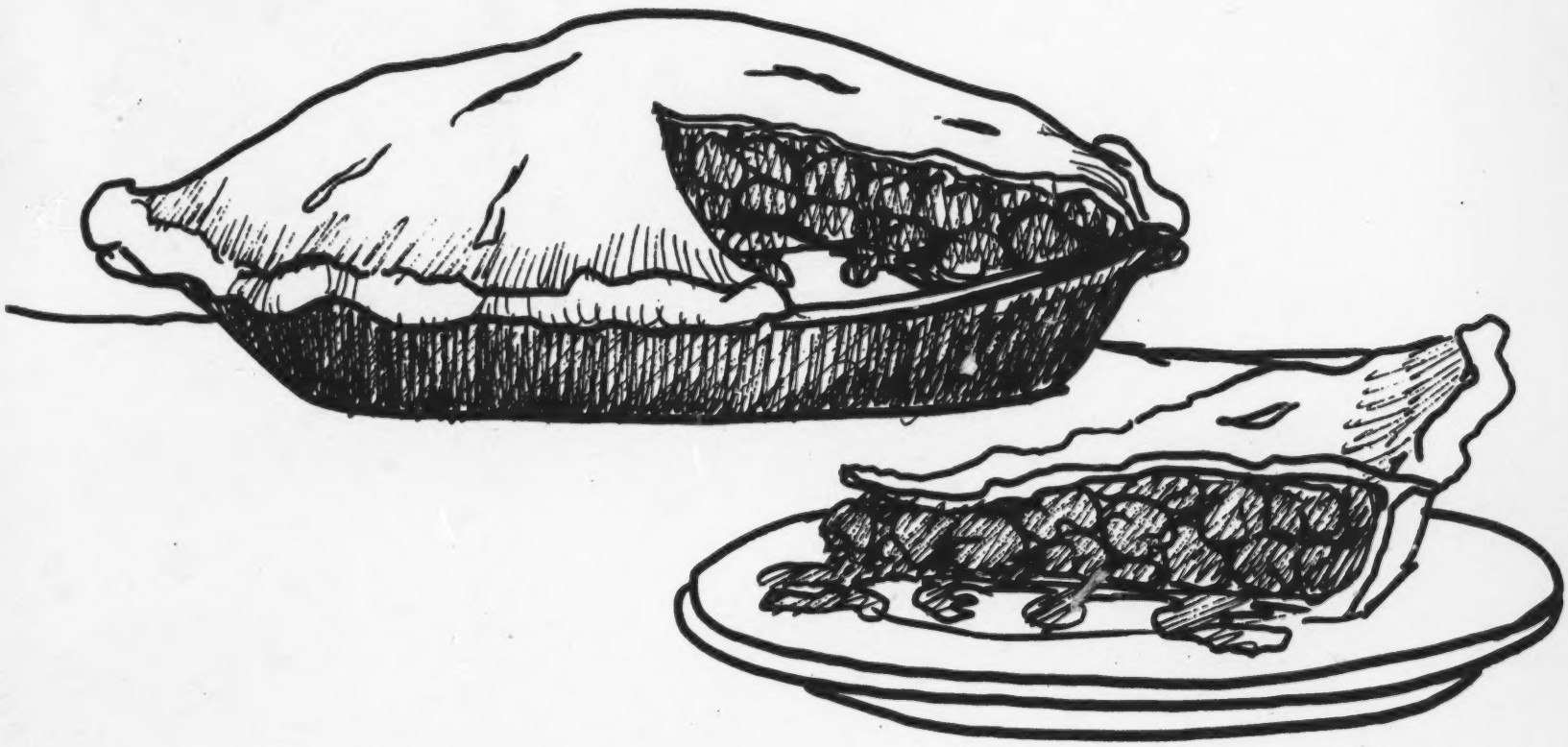
Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47

Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47

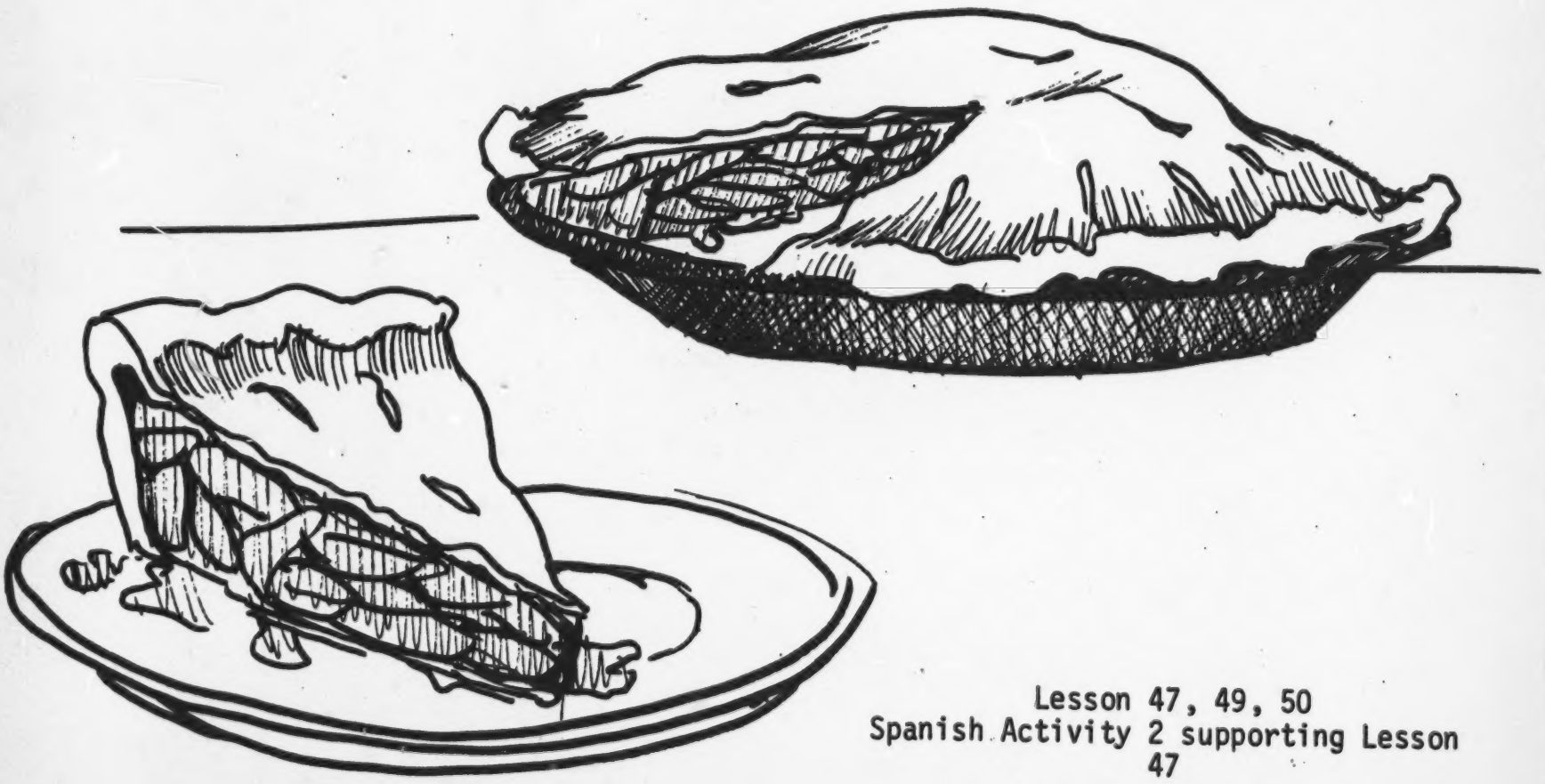
Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47



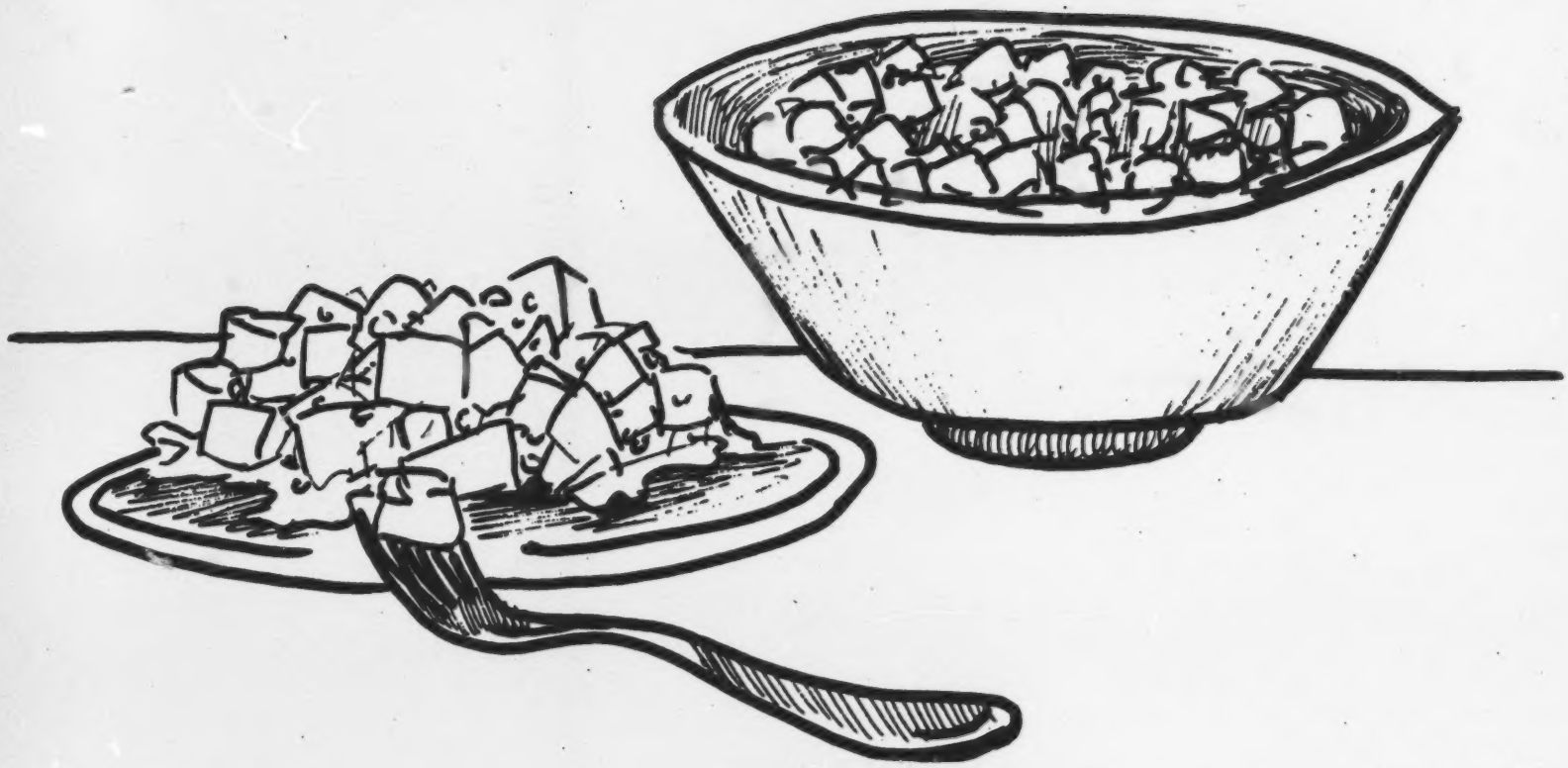
Lesson 47, 49, 50



Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47



Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47



Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47

Lesson 47, 49, 50
Spanish Activity 2 supporting Lesson 47

Lesson 48, 50
Spanish Activity 3 supporting Lesson 48

orange juice

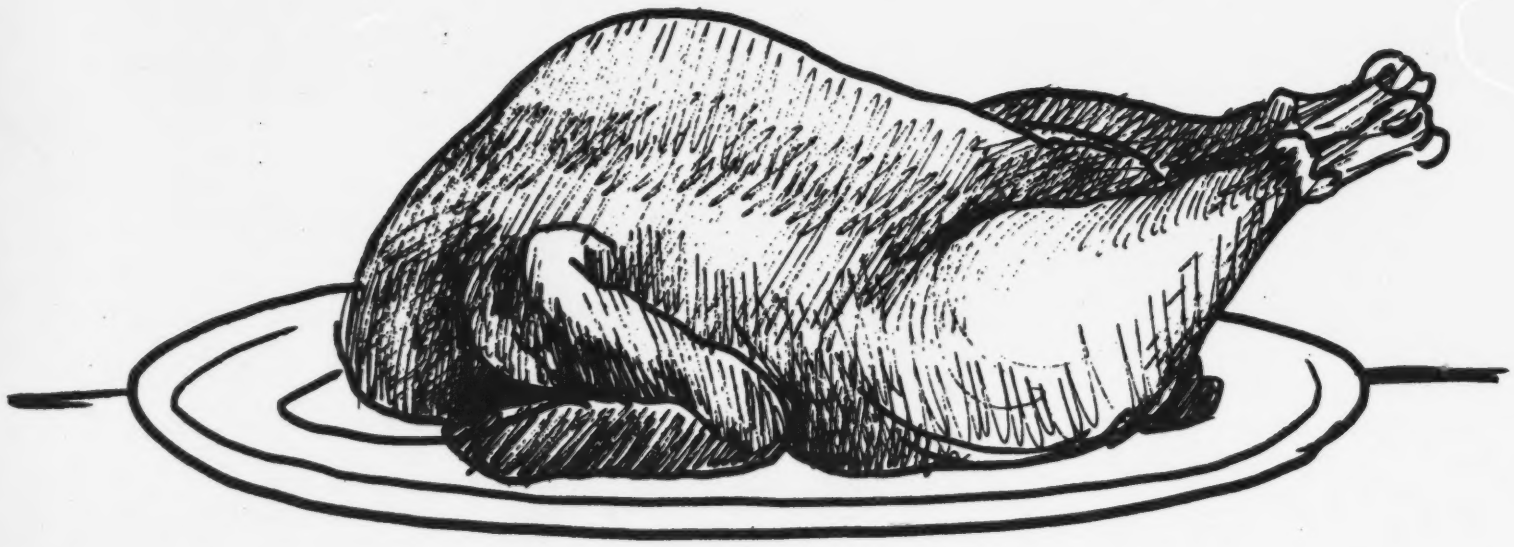
Lesson 48, 50
Spanish Activity 3
supporting Lesson 48

Lesson 48, 50
Spanish Activity 3 supporting Lesson 48

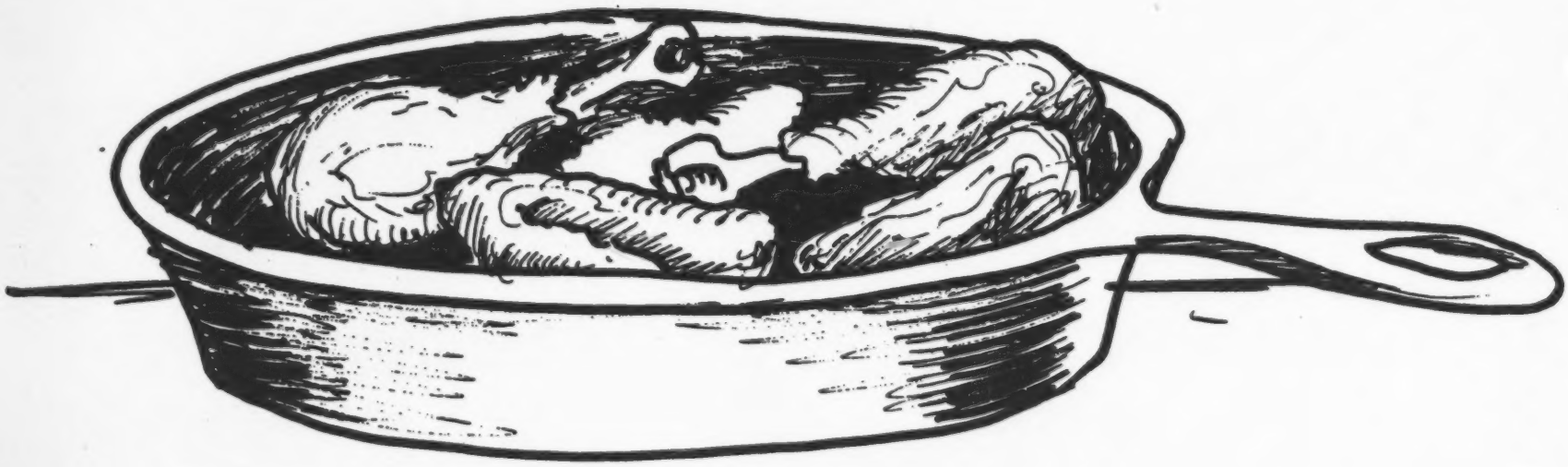
Lesson 48, 50
Spanish Activity 3 supporting Lesson 48

Lesson 48, 50
Spanish Activity 3 supporting Lesson 48

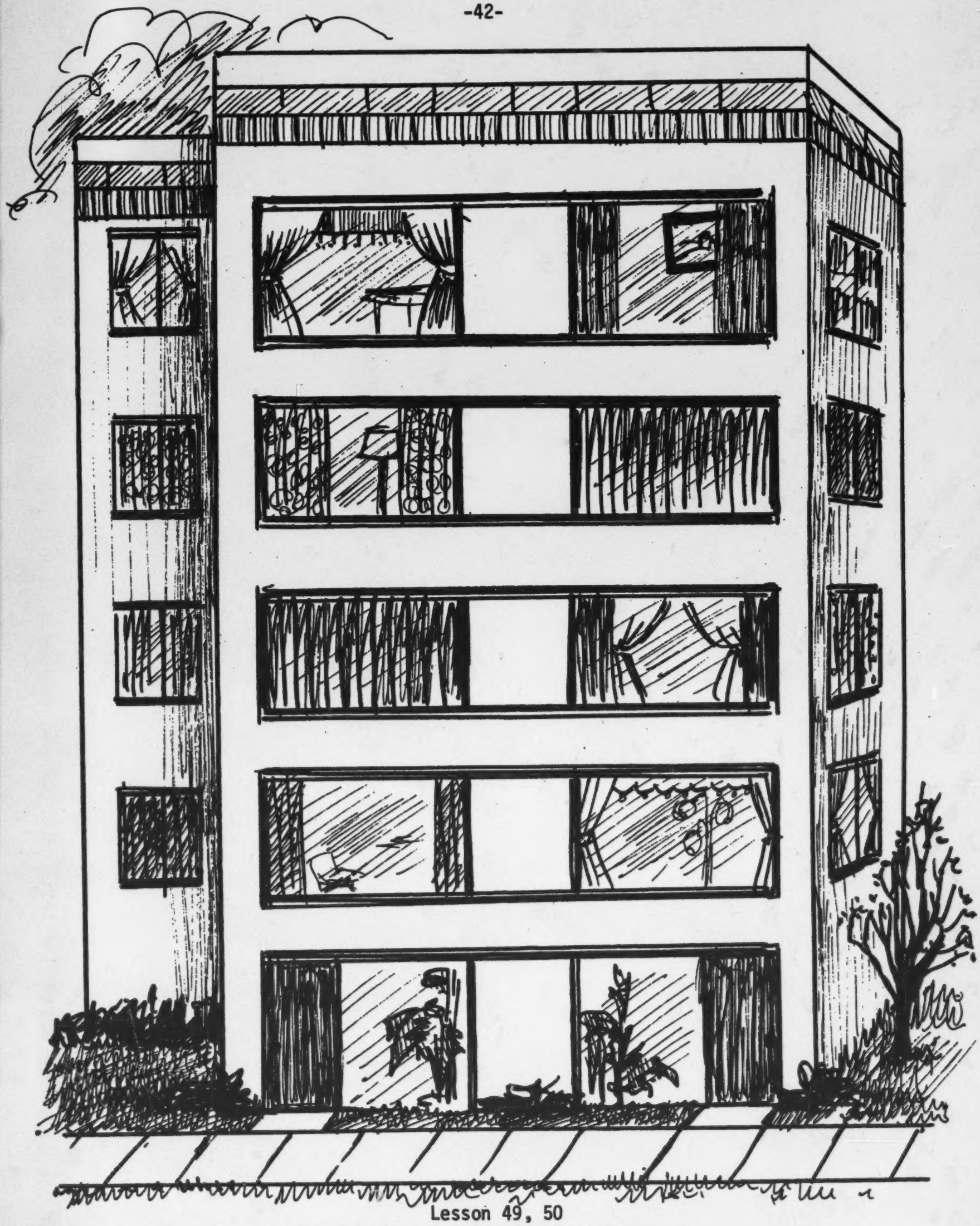
Lesson 48, 50
Spanish Activity 3 supporting Lesson 48



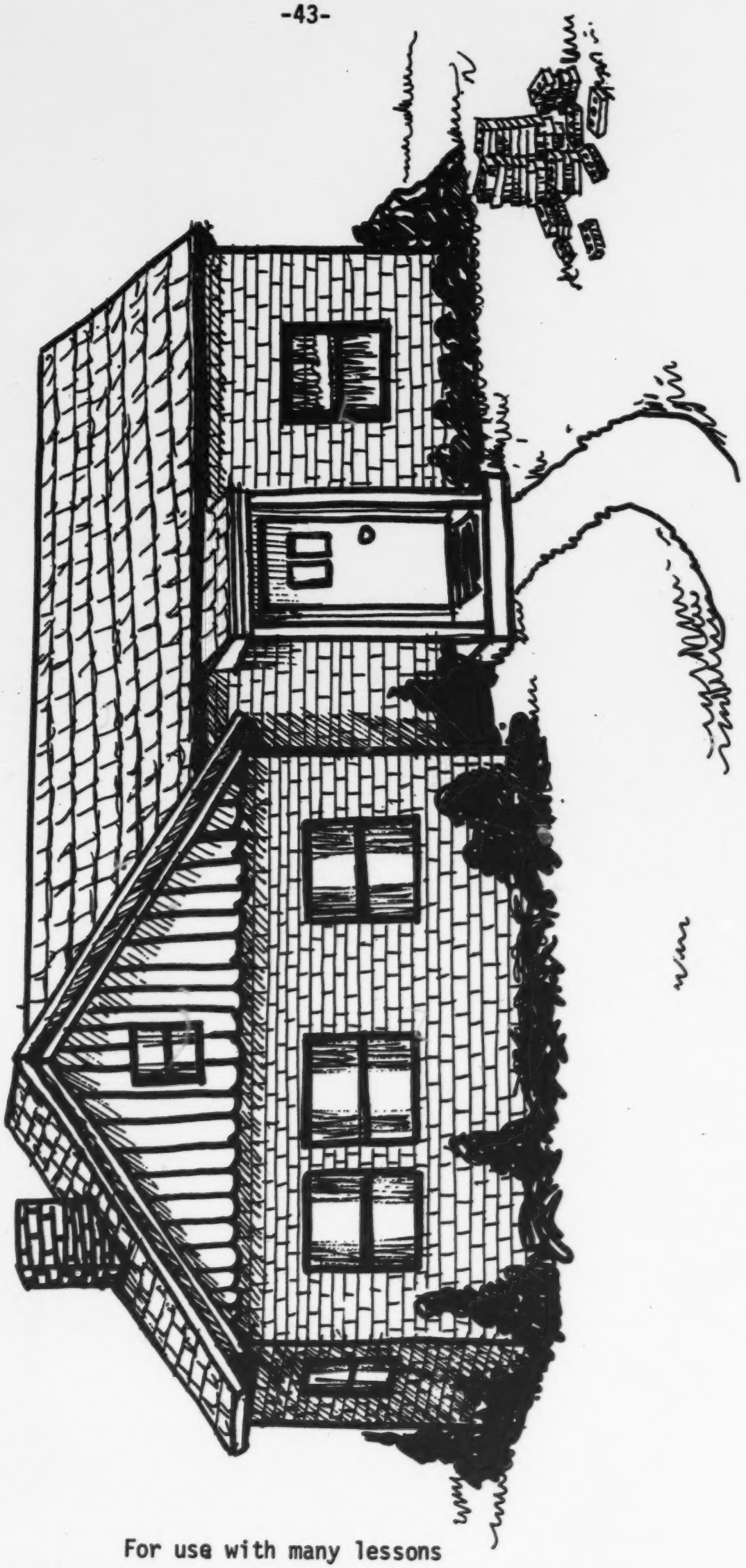
Lesson 48, 50
Spanish Activity 3 supporting Lesson 48



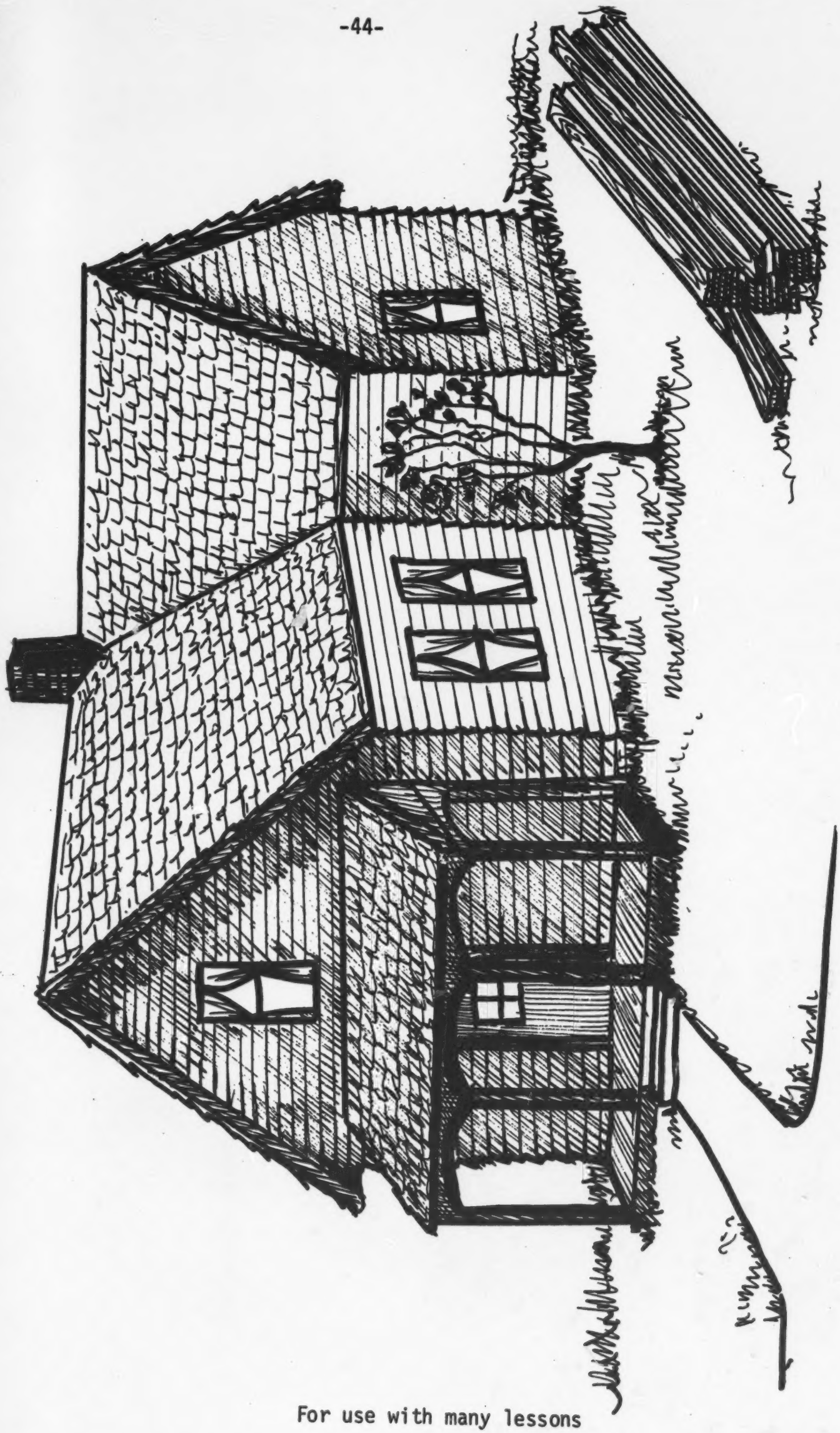
Lesson 48, 50
Spanish Activity 3 supporting Lesson 48



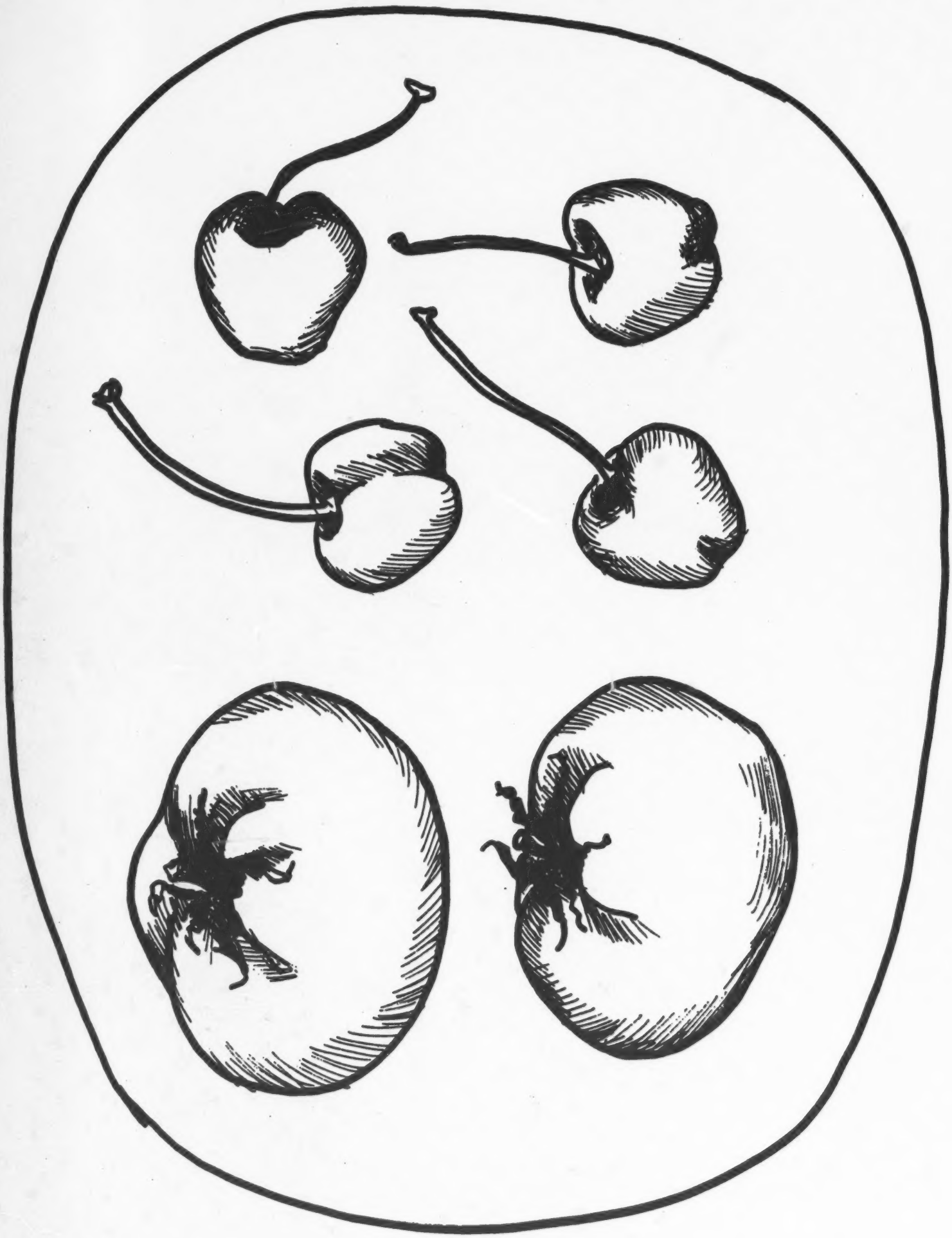
Lesson 49, 50
Spanish Activity 4 supporting Lesson 49



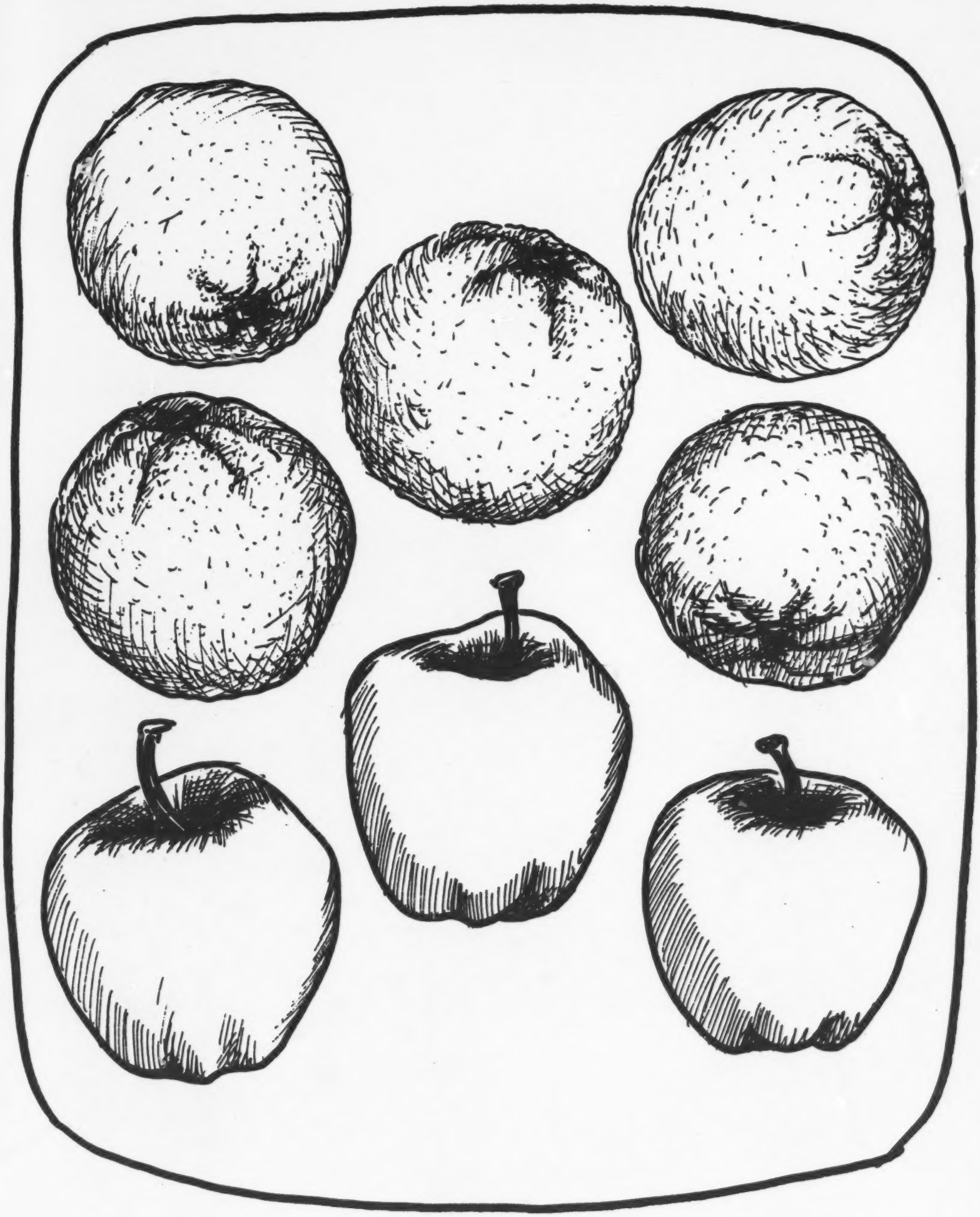
For use with many lessons



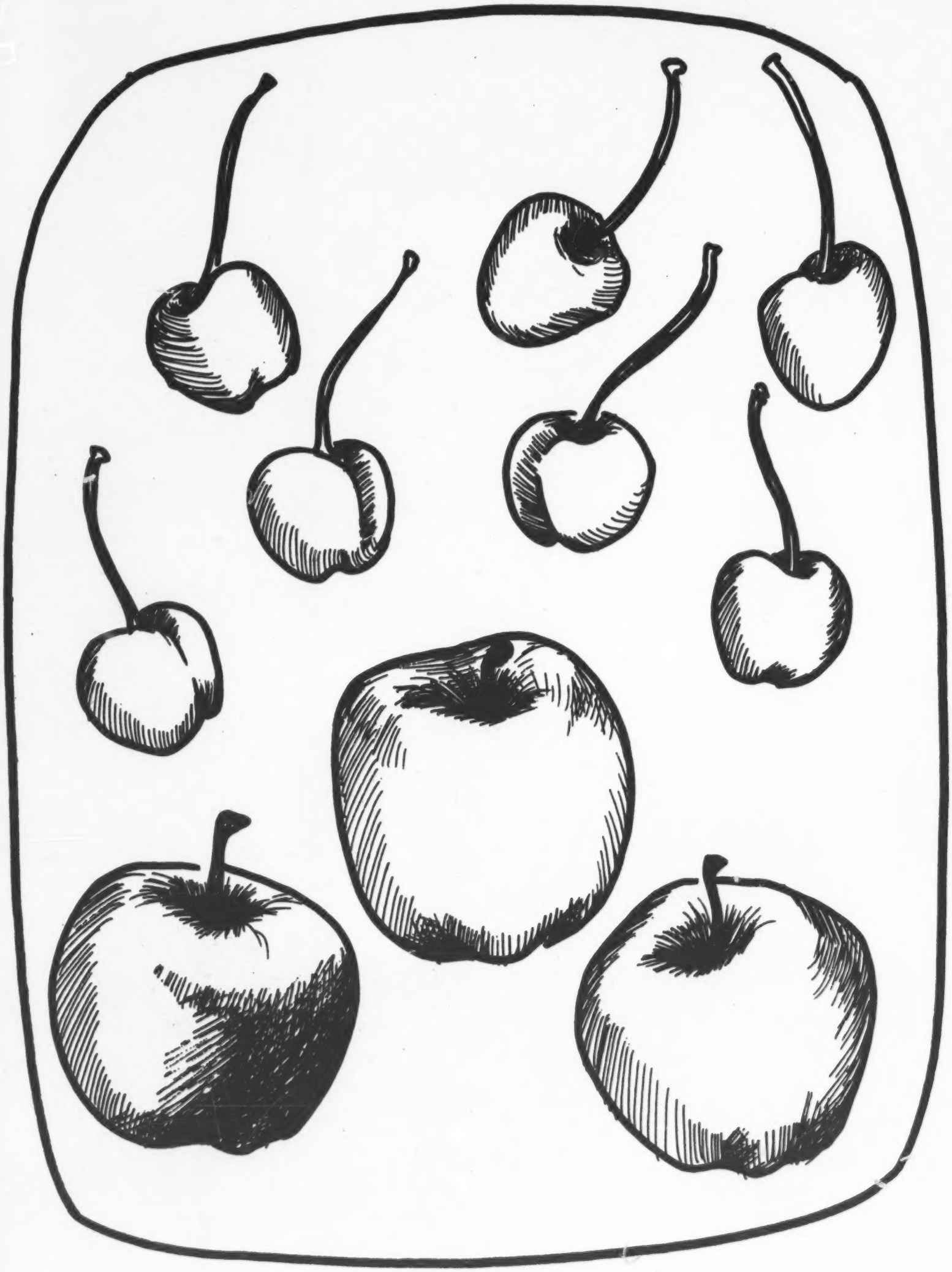
For use with many lessons



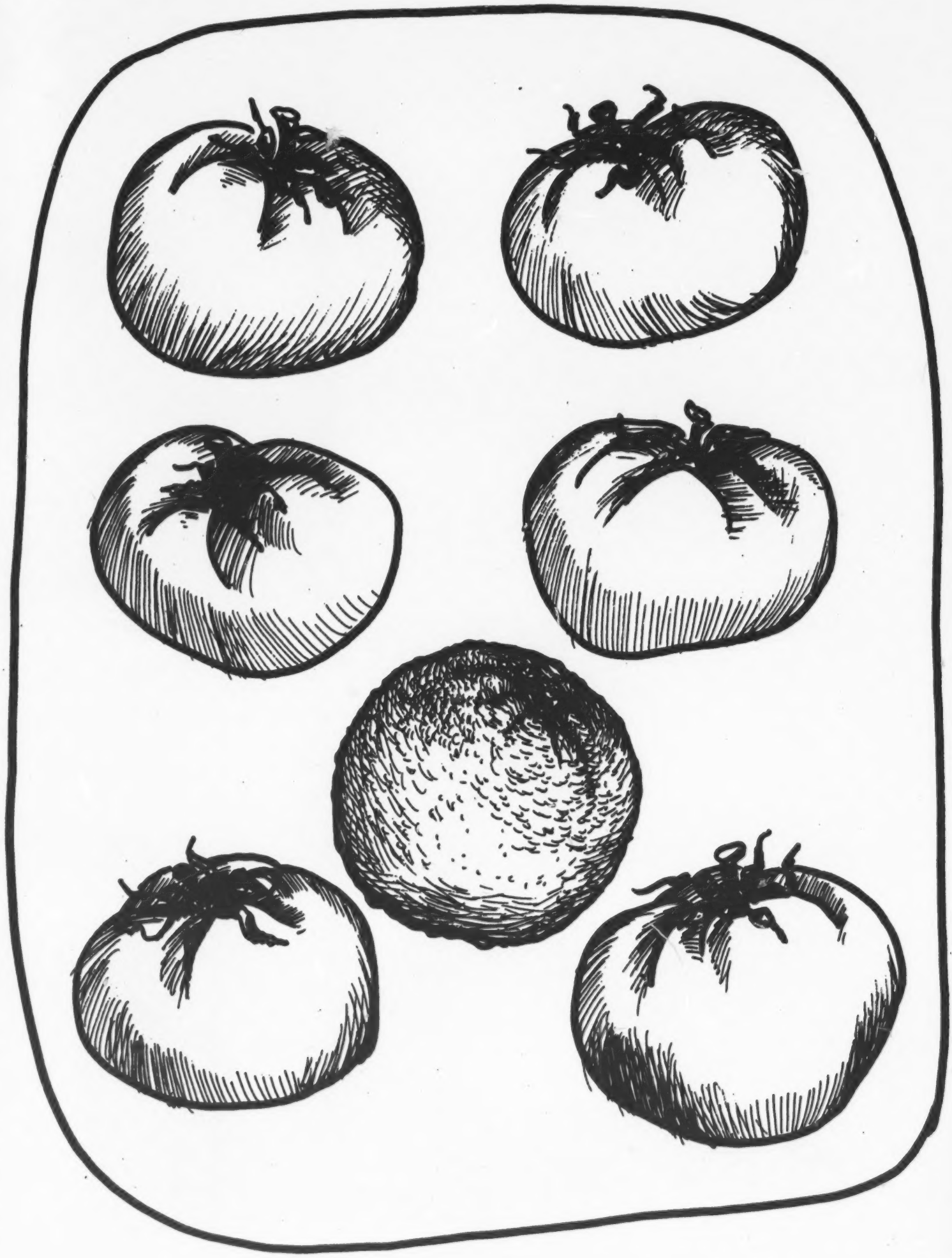
Lesson 50



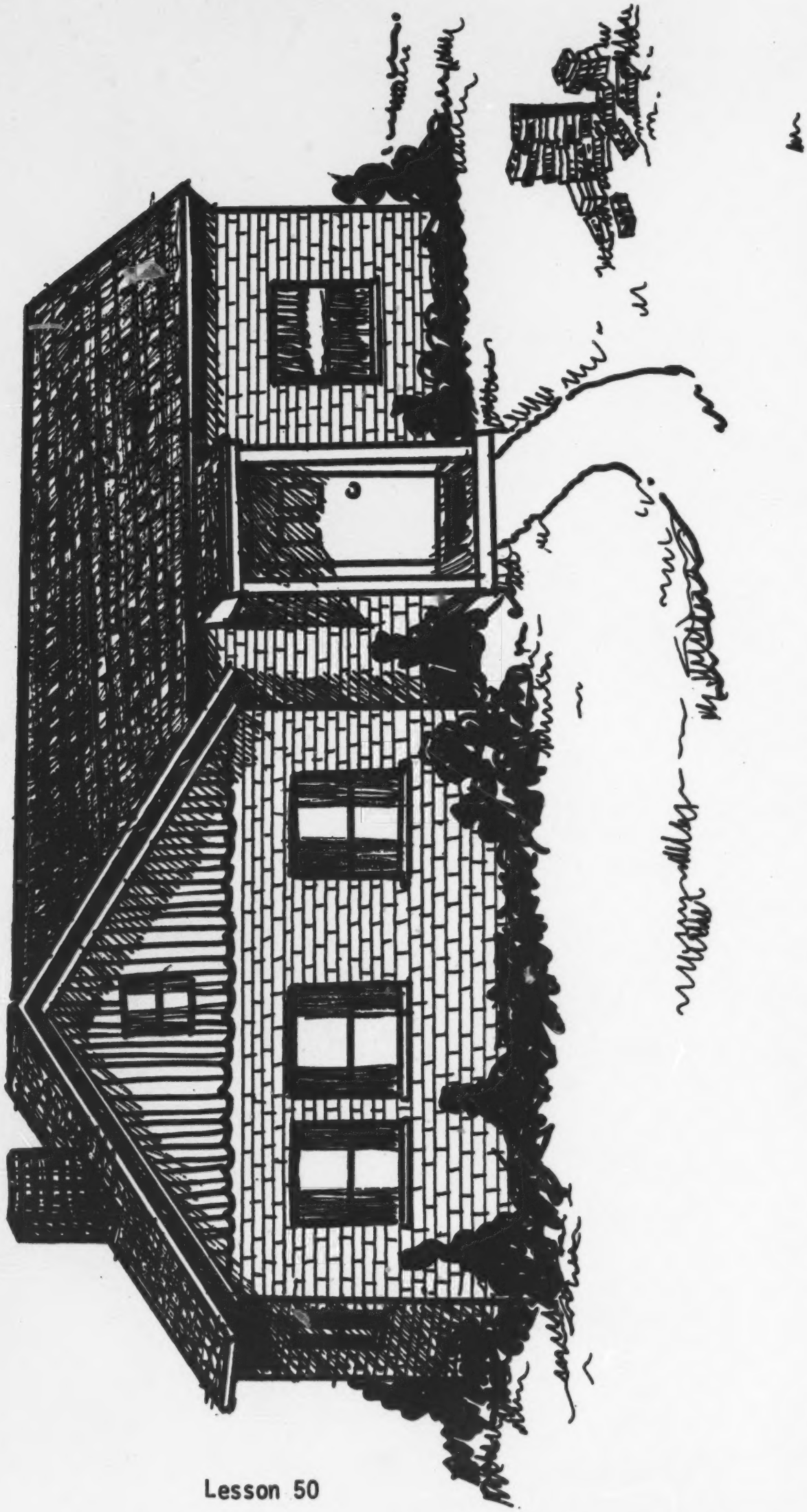
Lesson 50



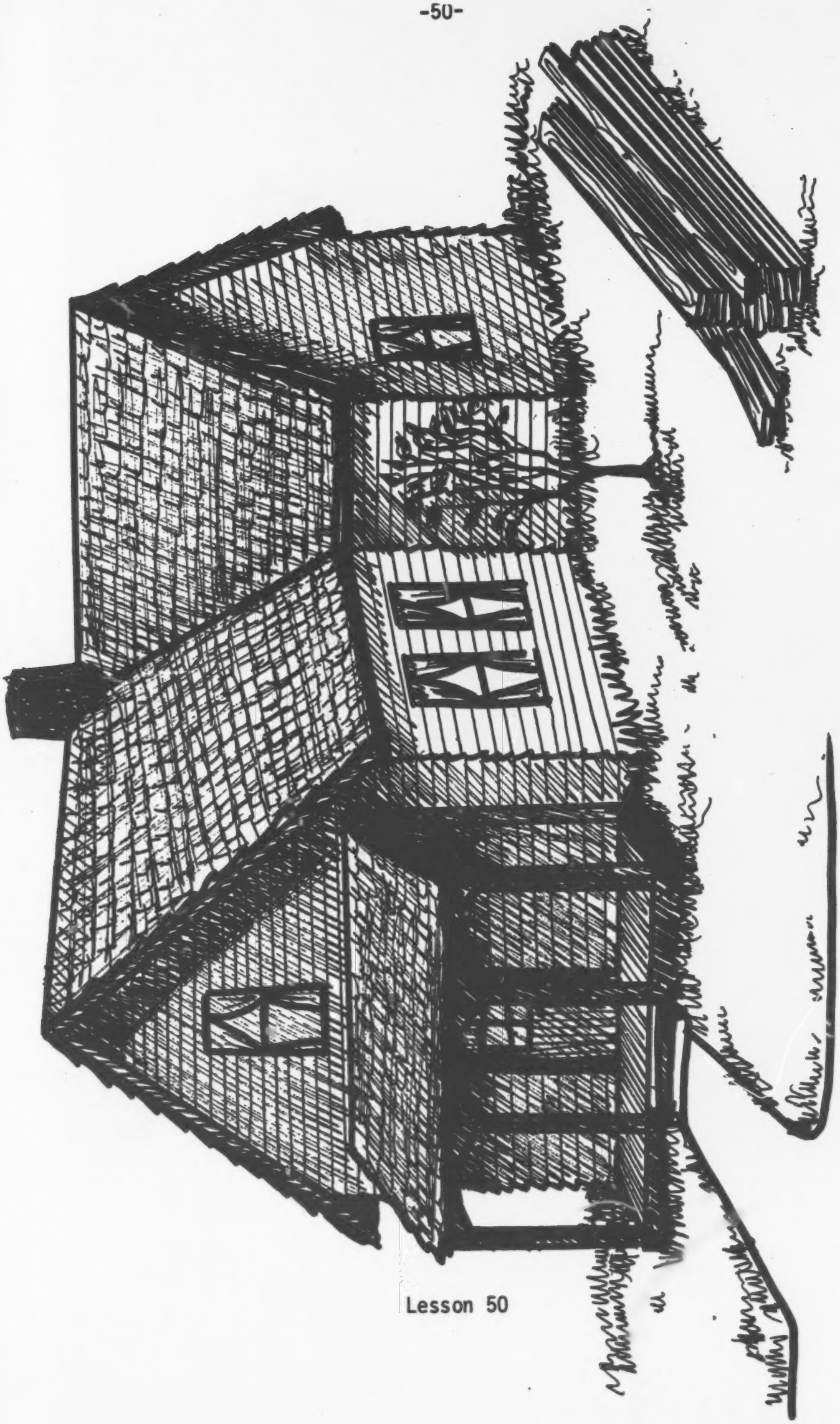
Lesson 50



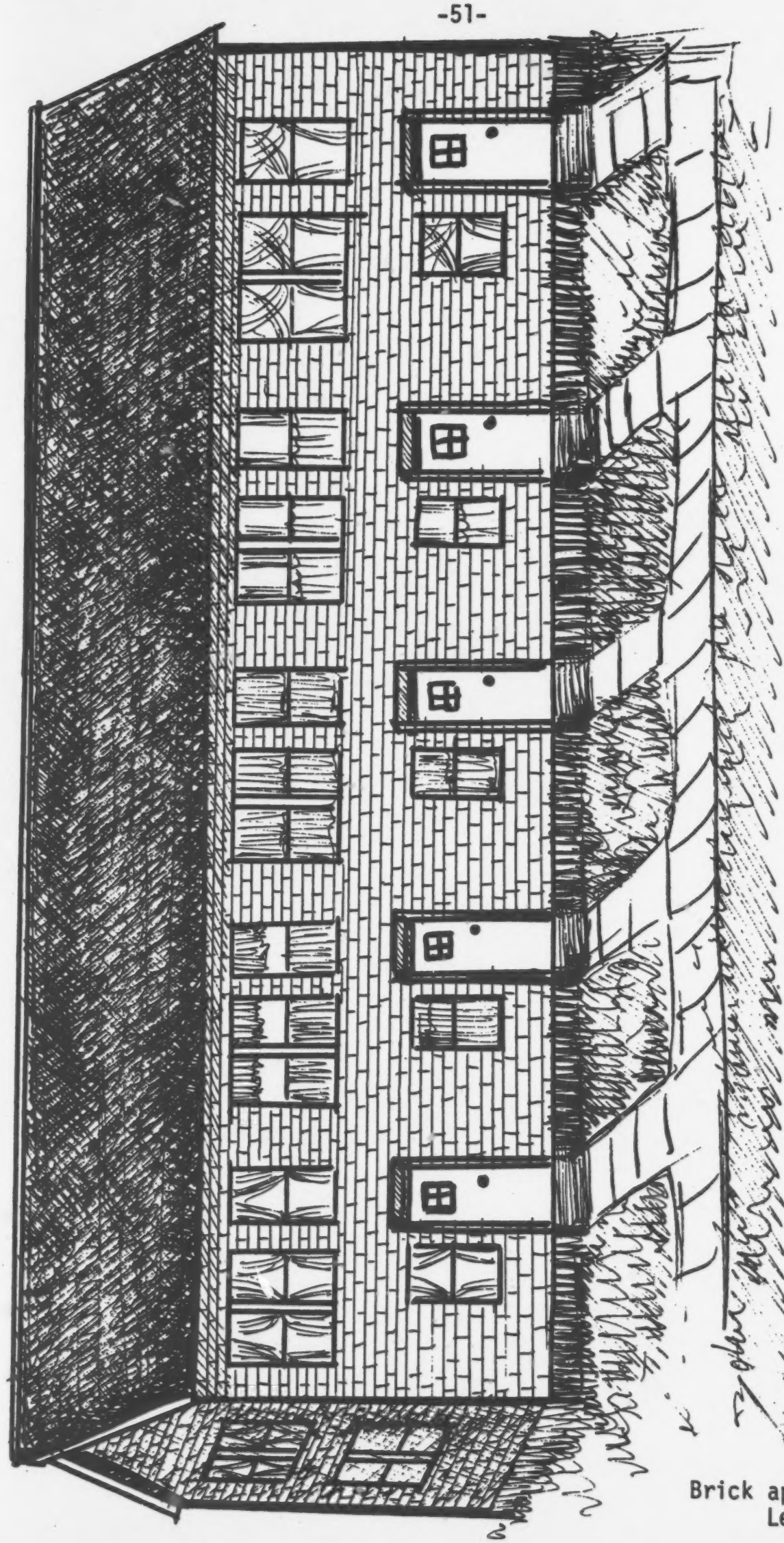
Lesson 50



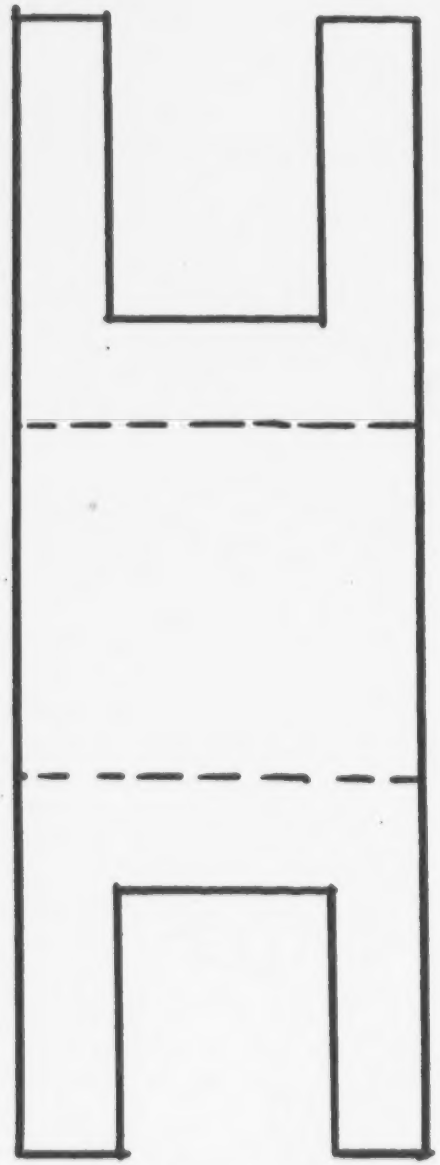
Lesson 50



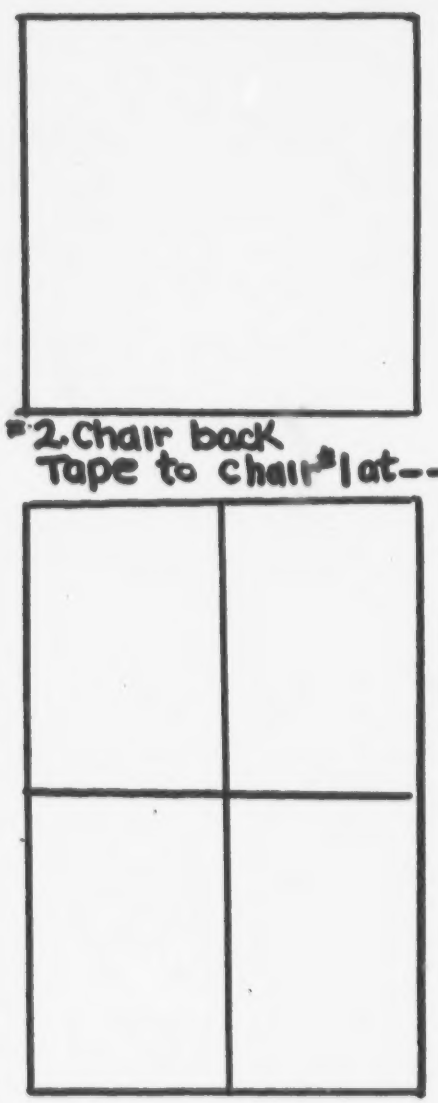
Lesson 50



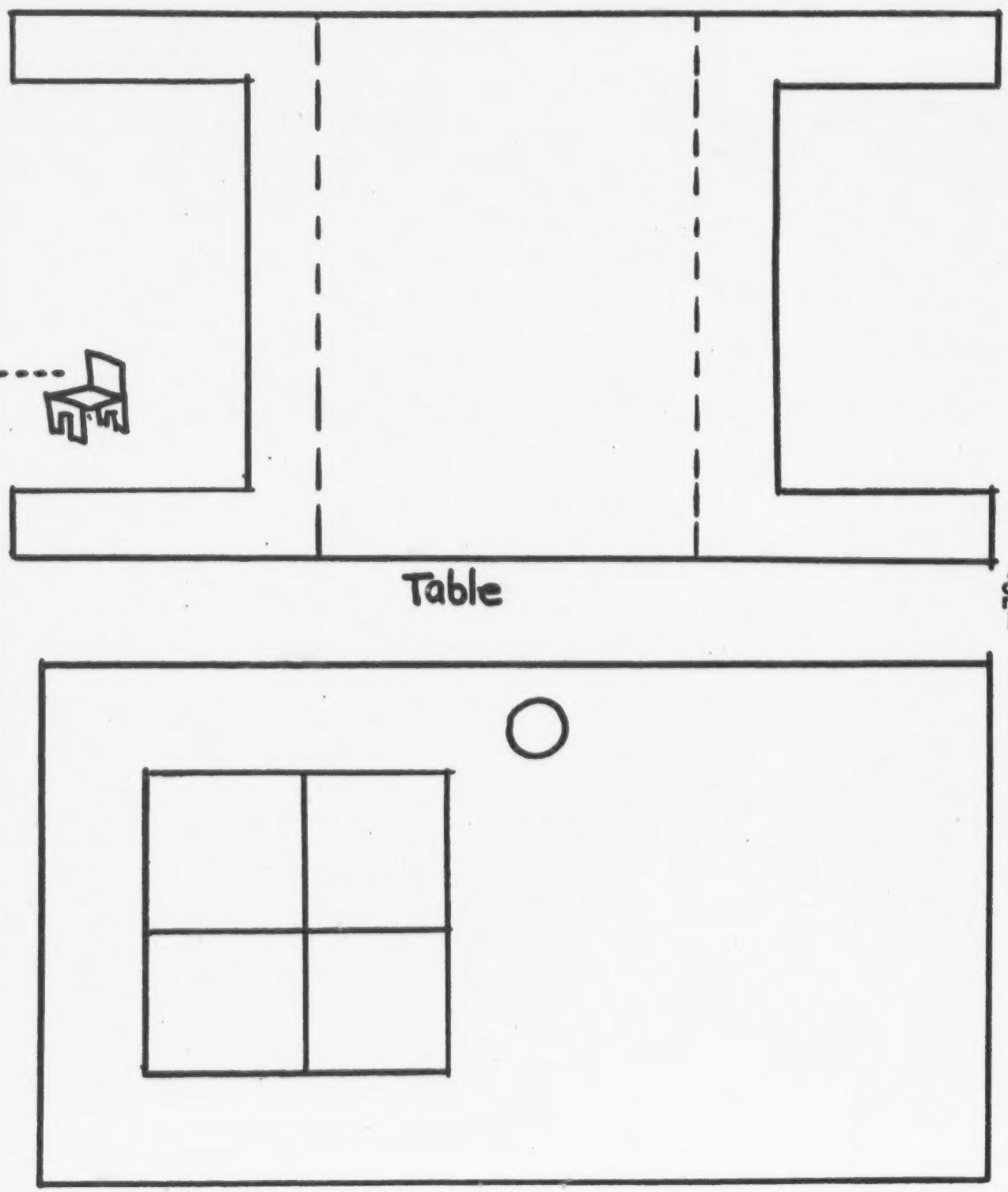
Brick apartment house
Lesson 50



chair #1

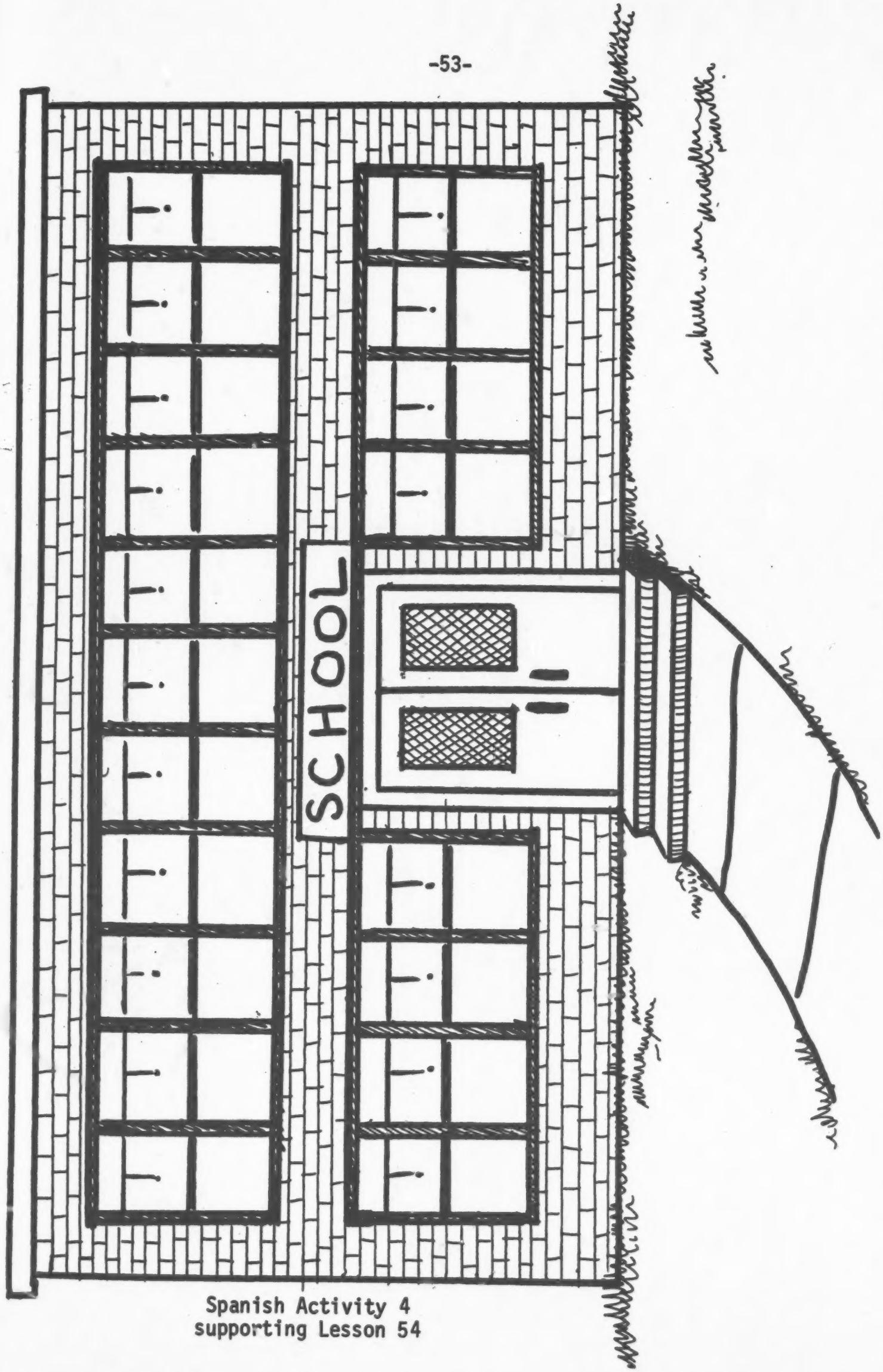


#2 Chair back
Tape to chair #1 at

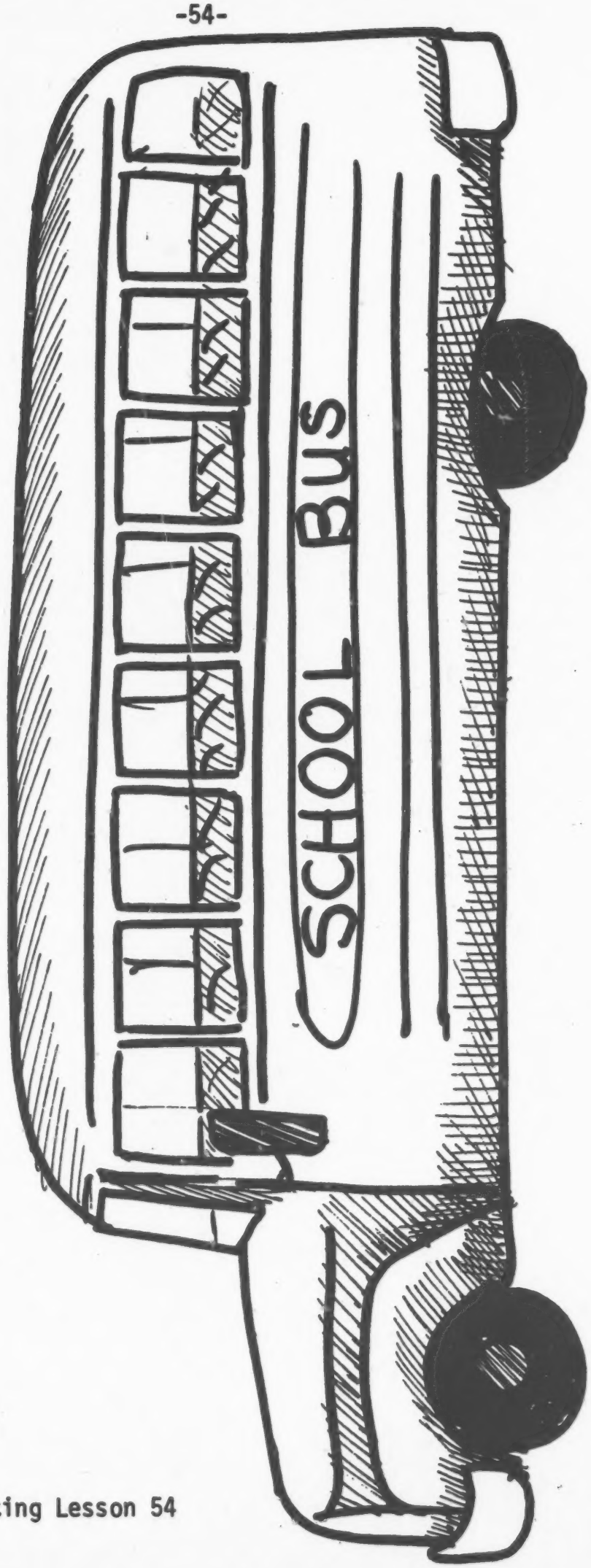


Table

Spanish Activity 2
supporting Lesson 52

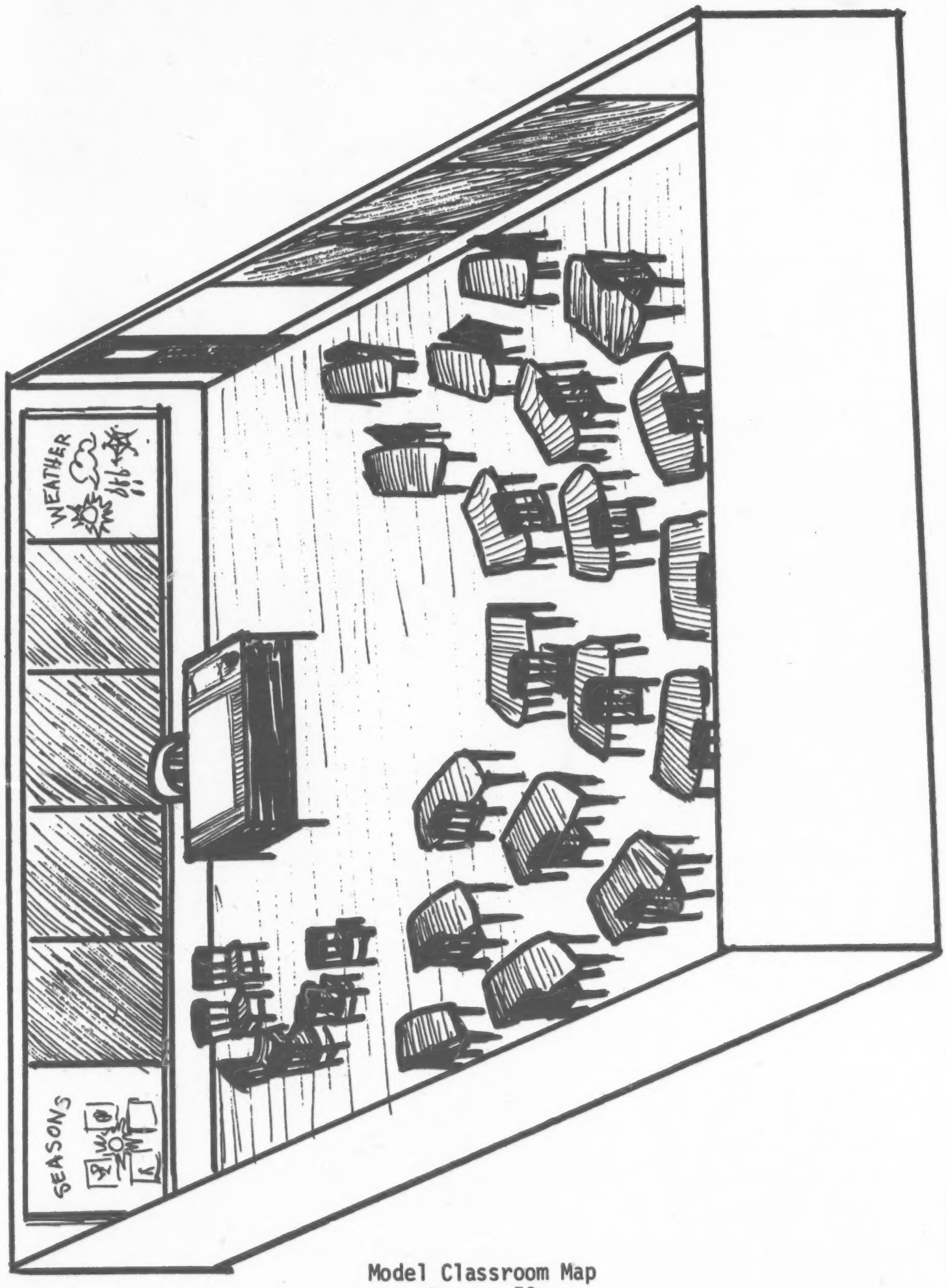


Spanish Activity 4
supporting Lesson 54

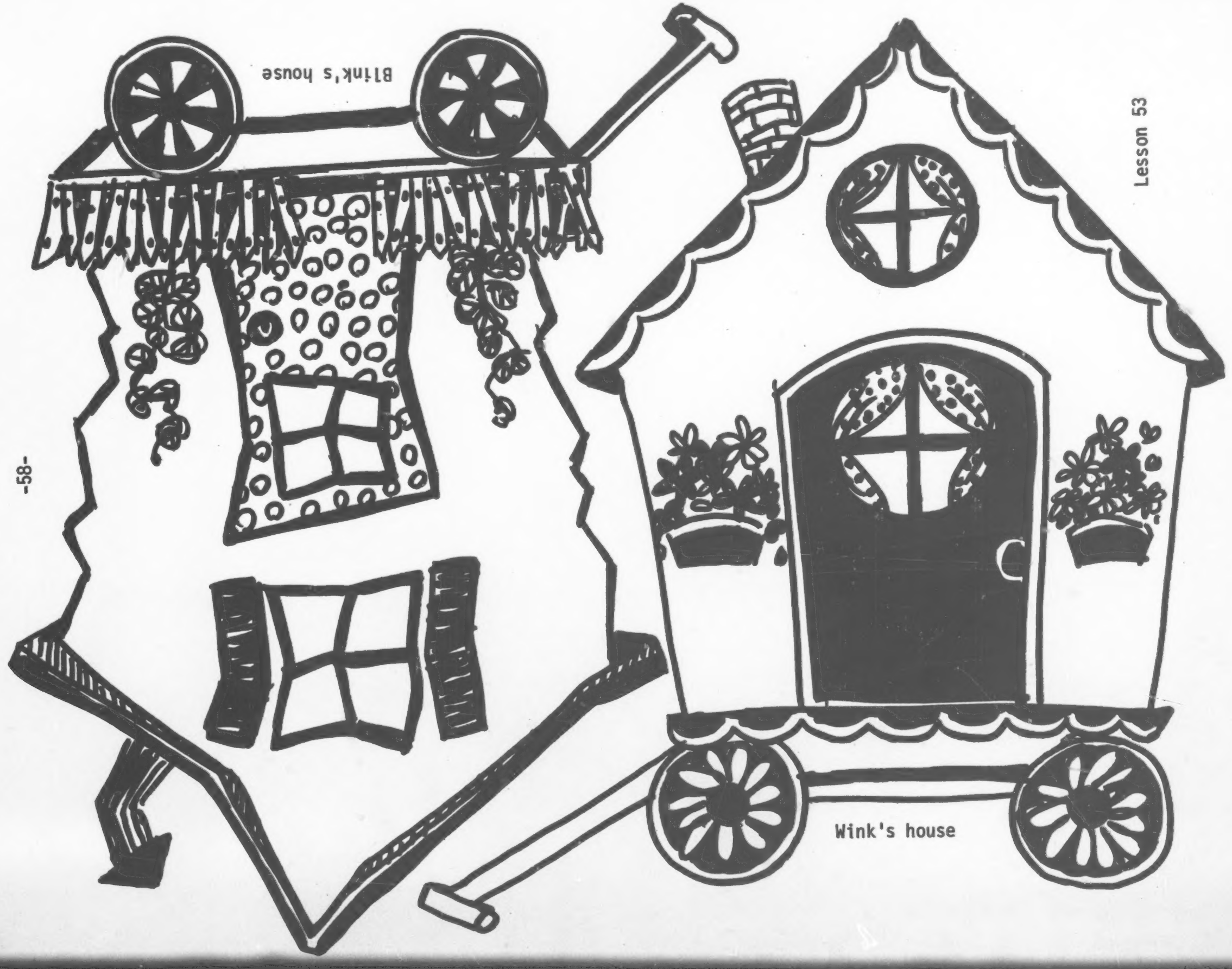


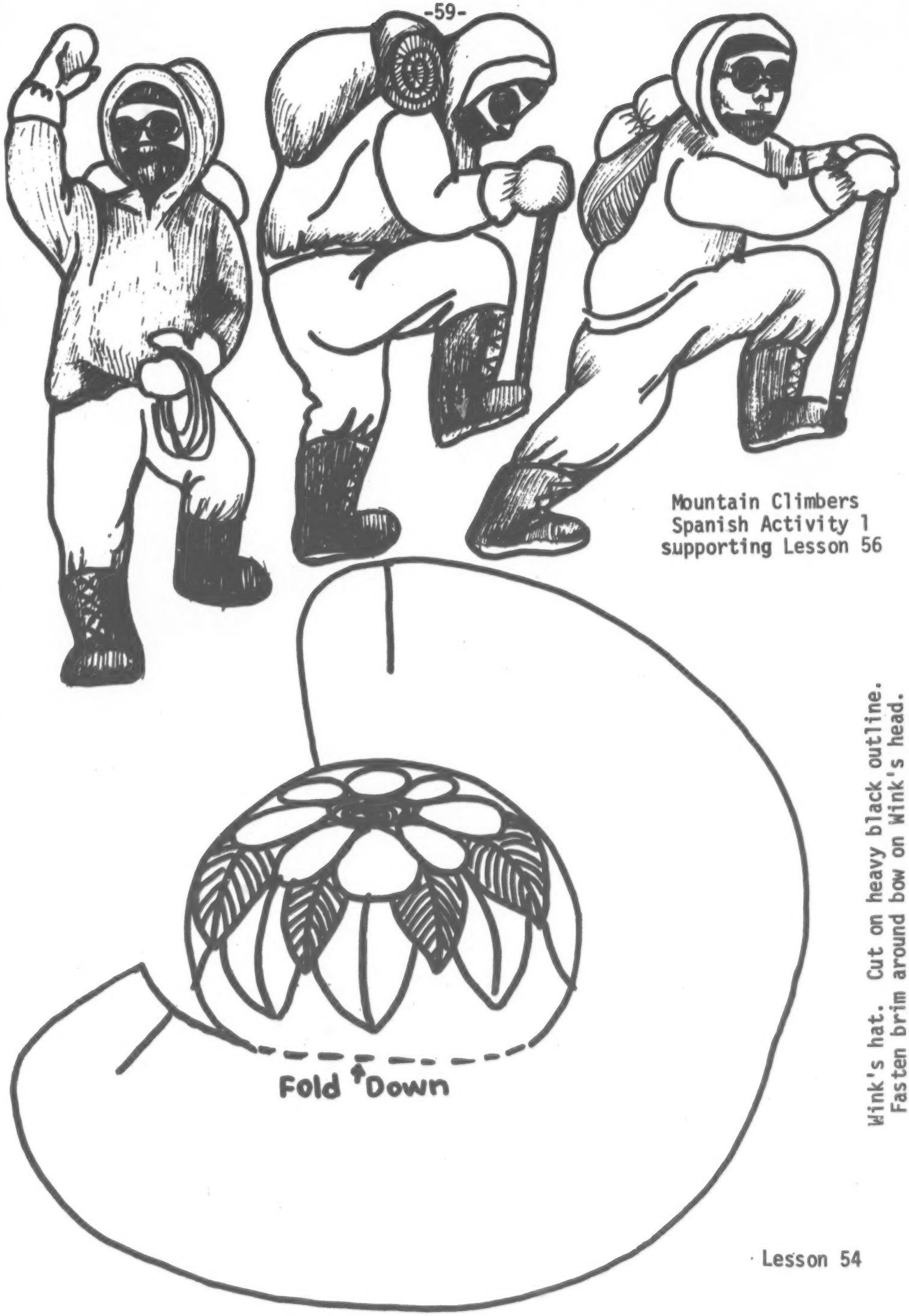
Spanish Activity 4 supporting Lesson 54

Lessons 52, 55



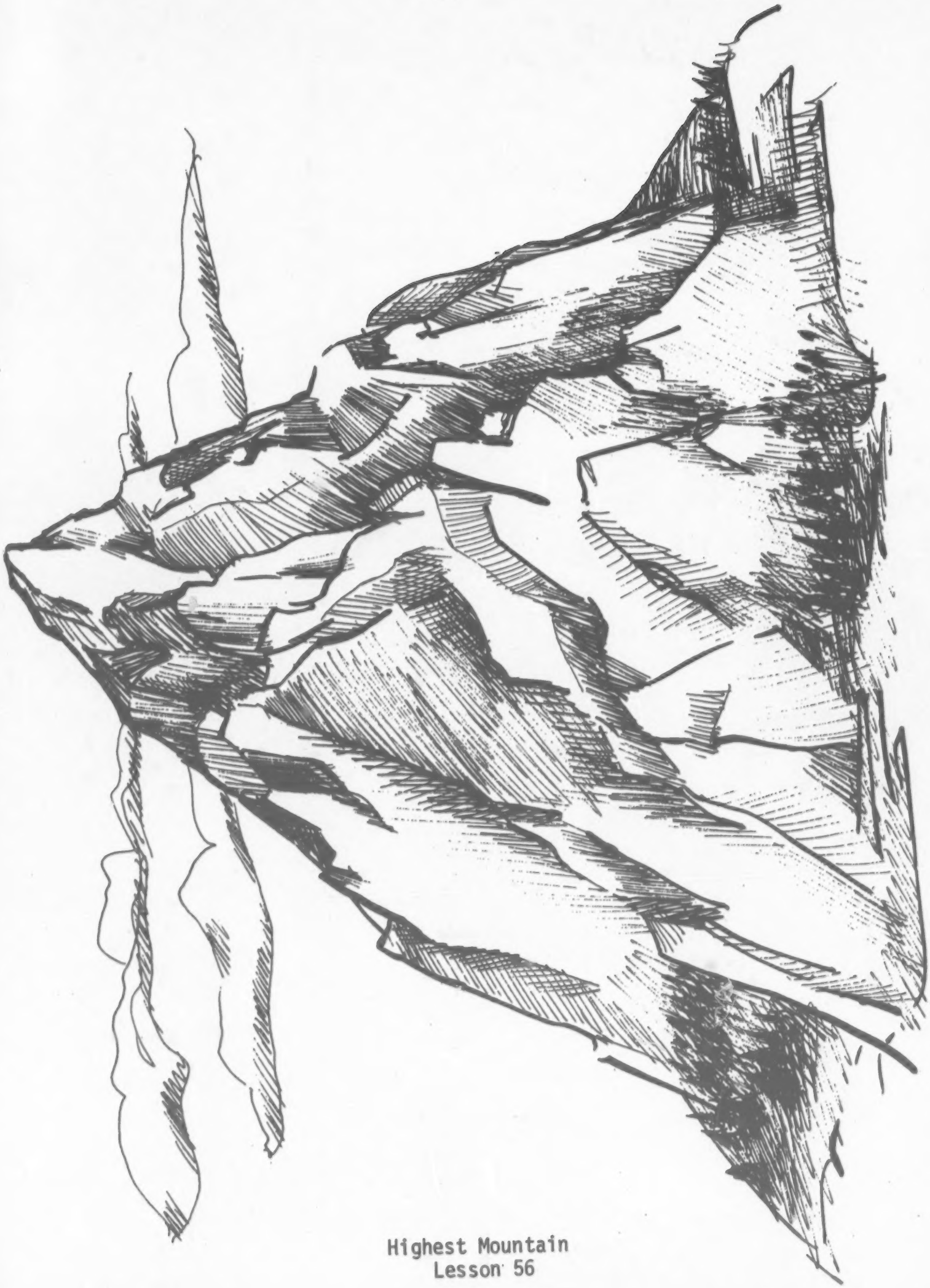
Model Classroom Map
Lesson 52


Blink's house
Wink's house



Mountain Climbers
Spanish Activity 1
supporting Lesson 56

Wink's hat. Cut on heavy black outline.
Fasten brim around bow on Wink's head.



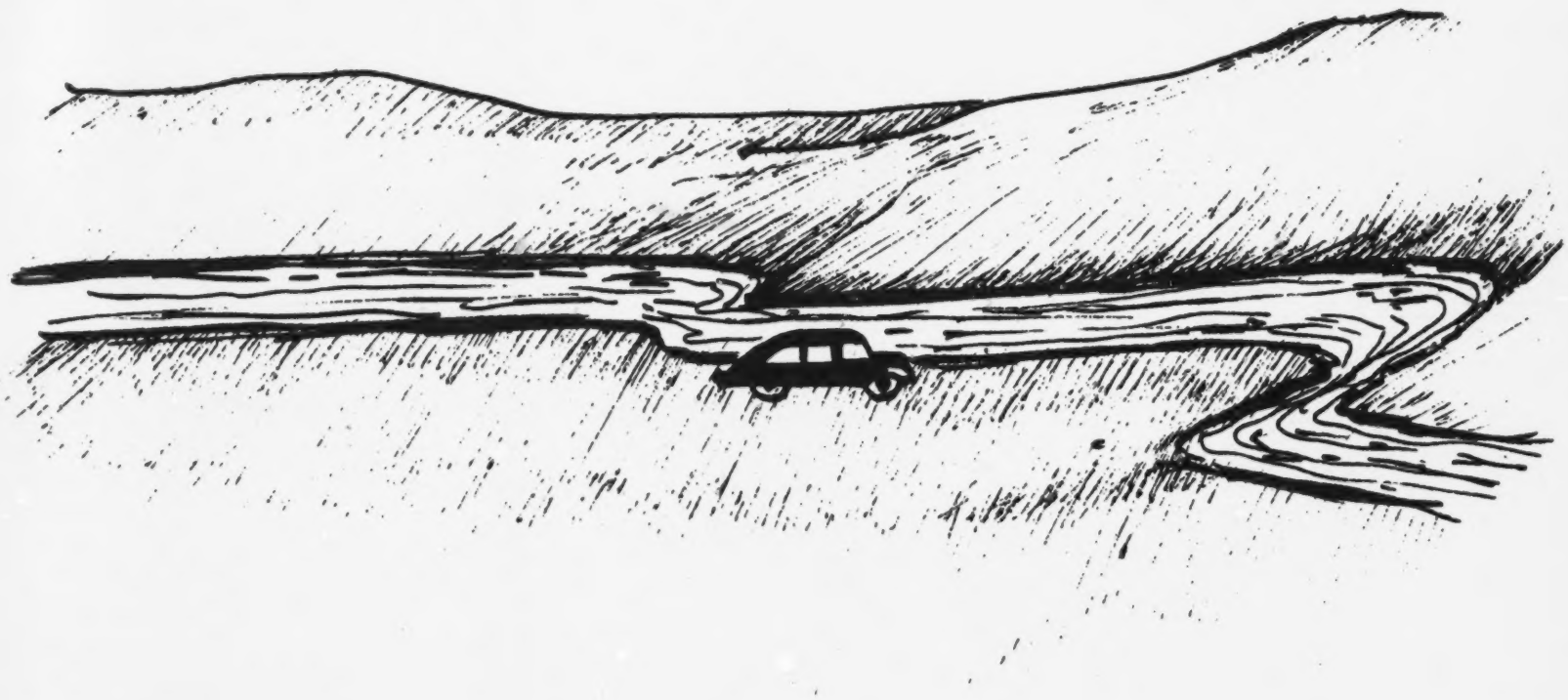
Highest Mountain
Lesson 56

Highest Hill
Lesson 56

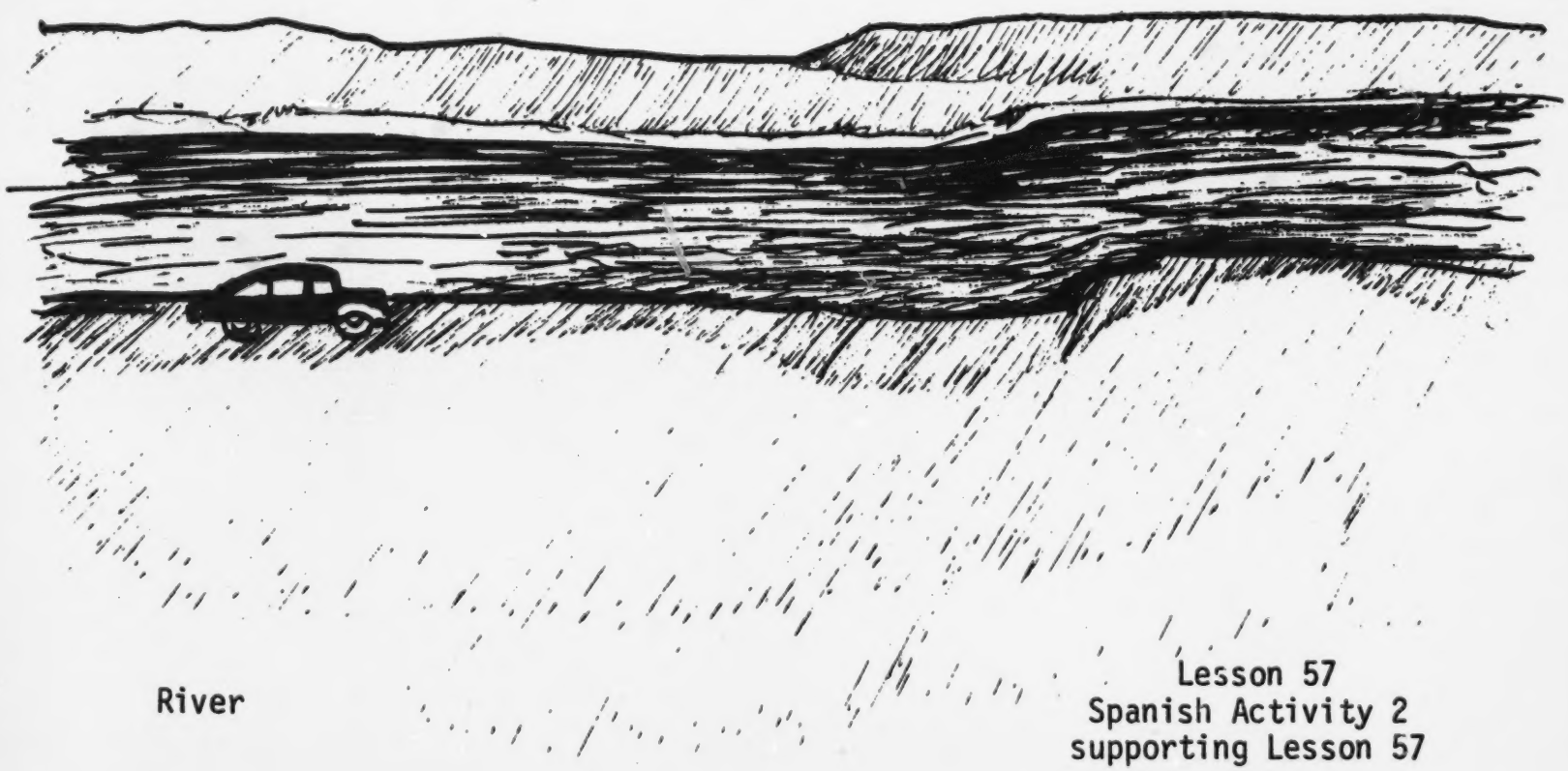
Lowest Hill
Lesson 56

Lowest Mountain
Lesson 56

Medium High Mountain
Lesson 56



River
Lesson 57
Spanish Activity 2 supporting Lesson 57

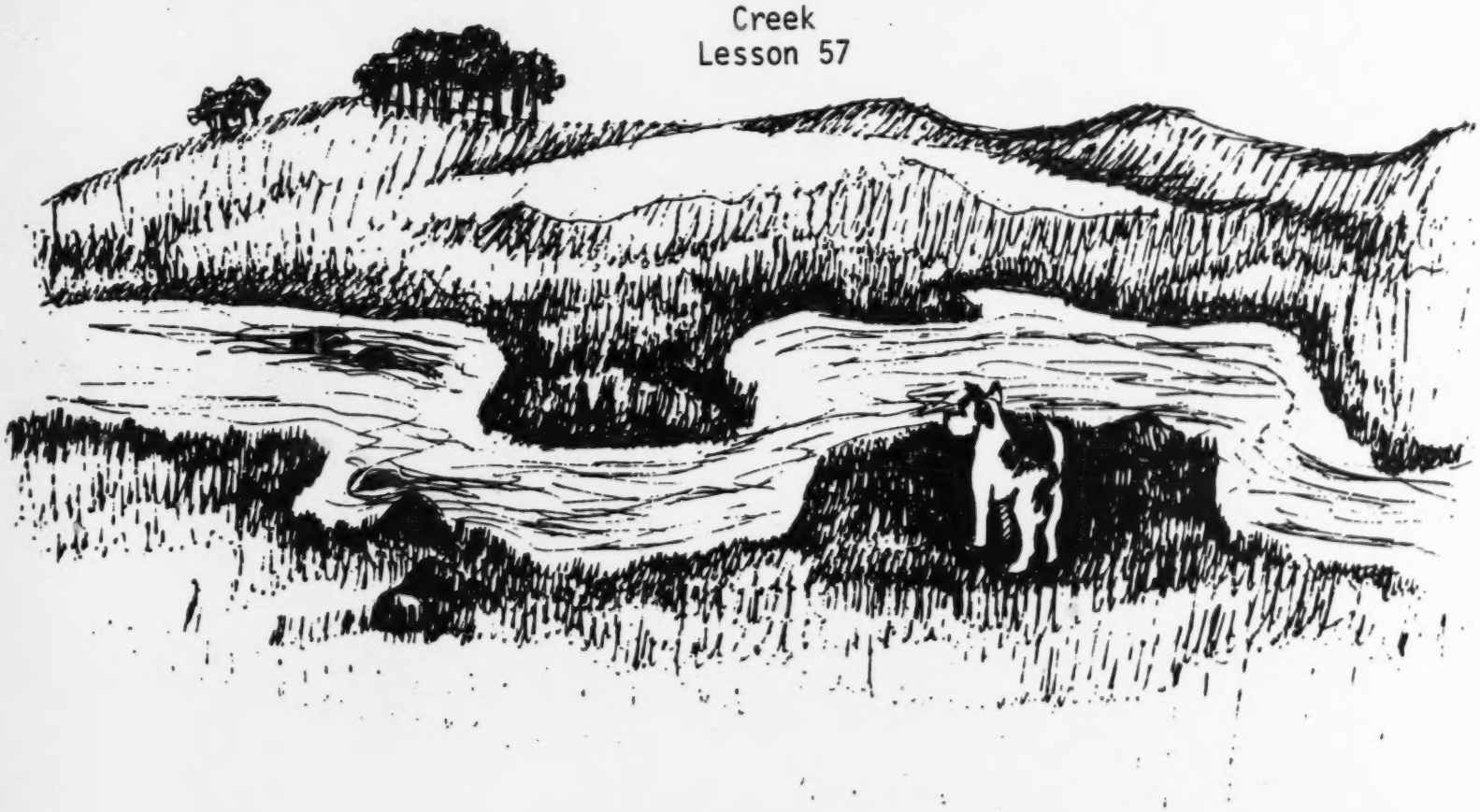


River

Lesson 57
Spanish Activity 2
supporting Lesson 57

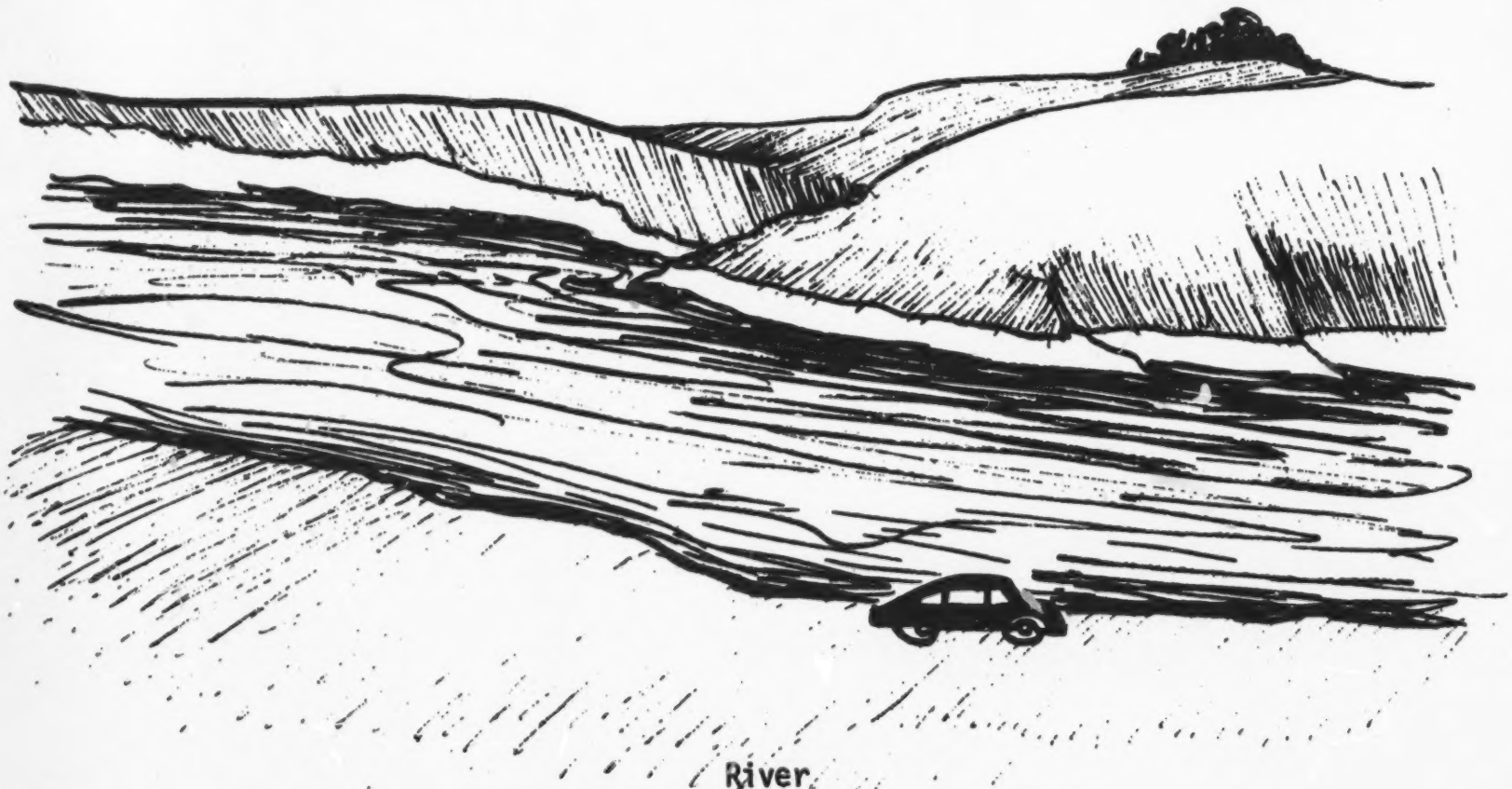
Creek
Lesson 57

Creek
Lesson 57



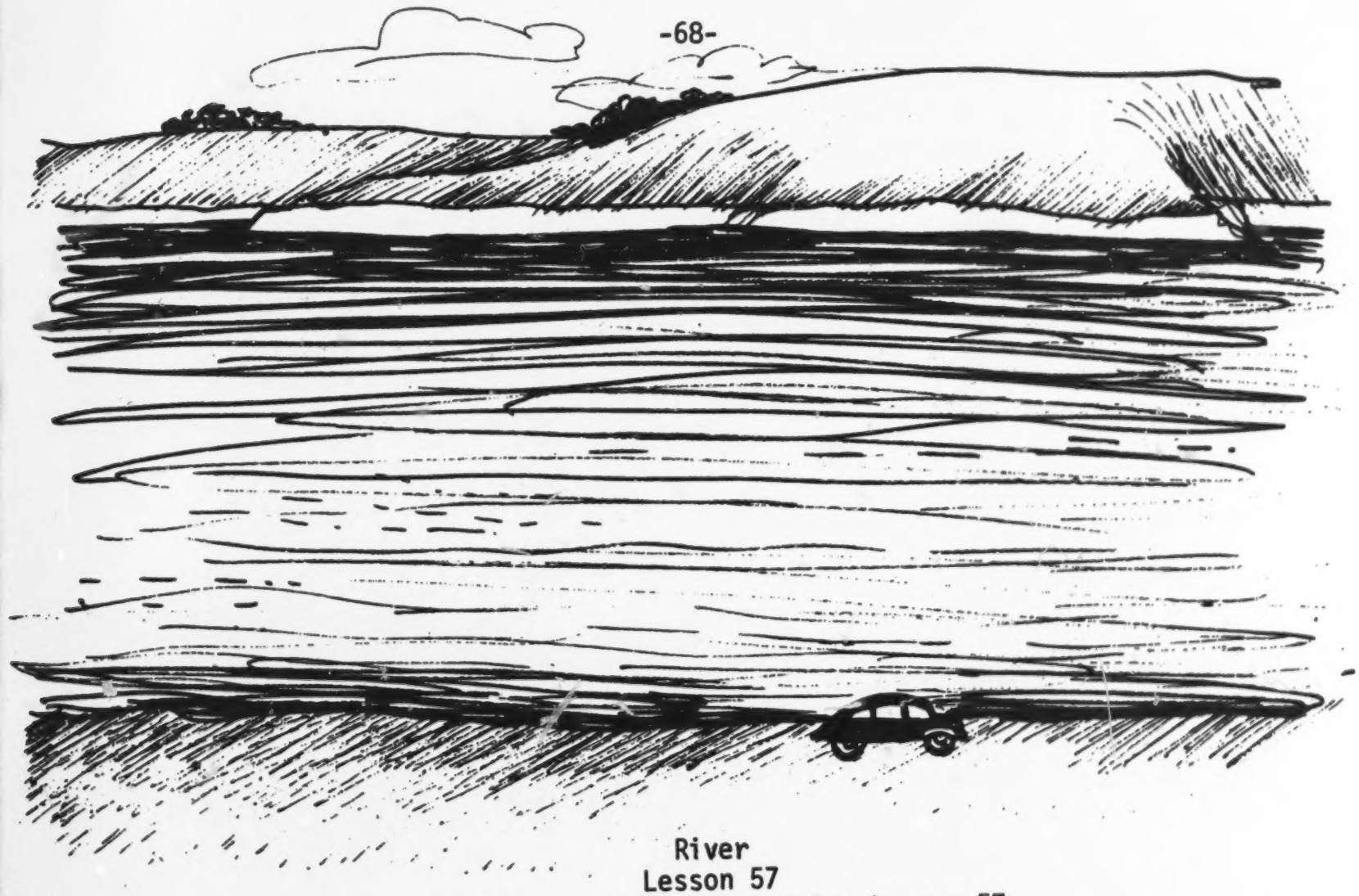
Small Lake
Lesson 57

Large Lake
Lesson 57



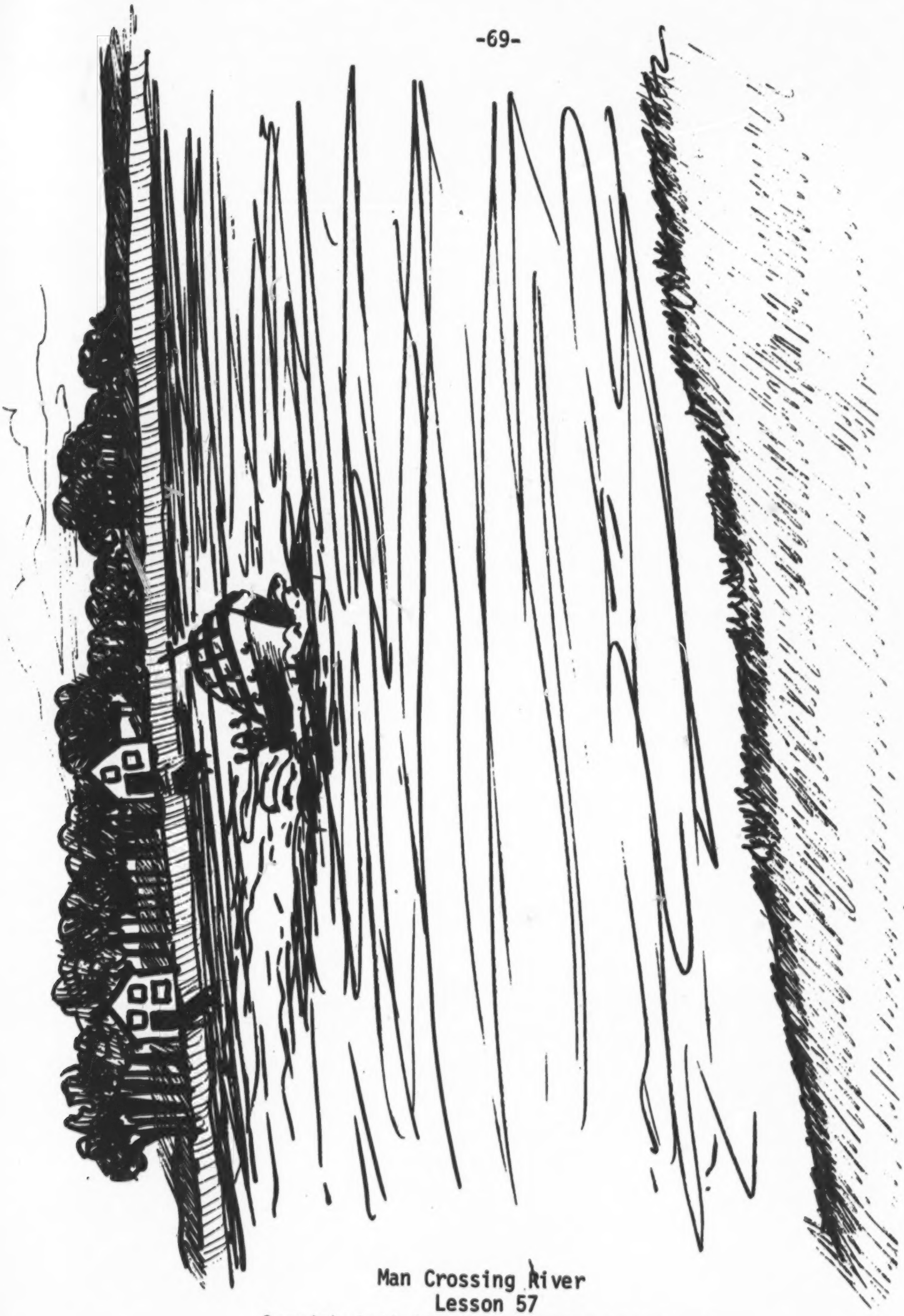
River
Lesson 57
Spanish Activity 2 supporting Lesson 57

River
Lesson 57
Spanish Activity 2 supporting Lesson 57



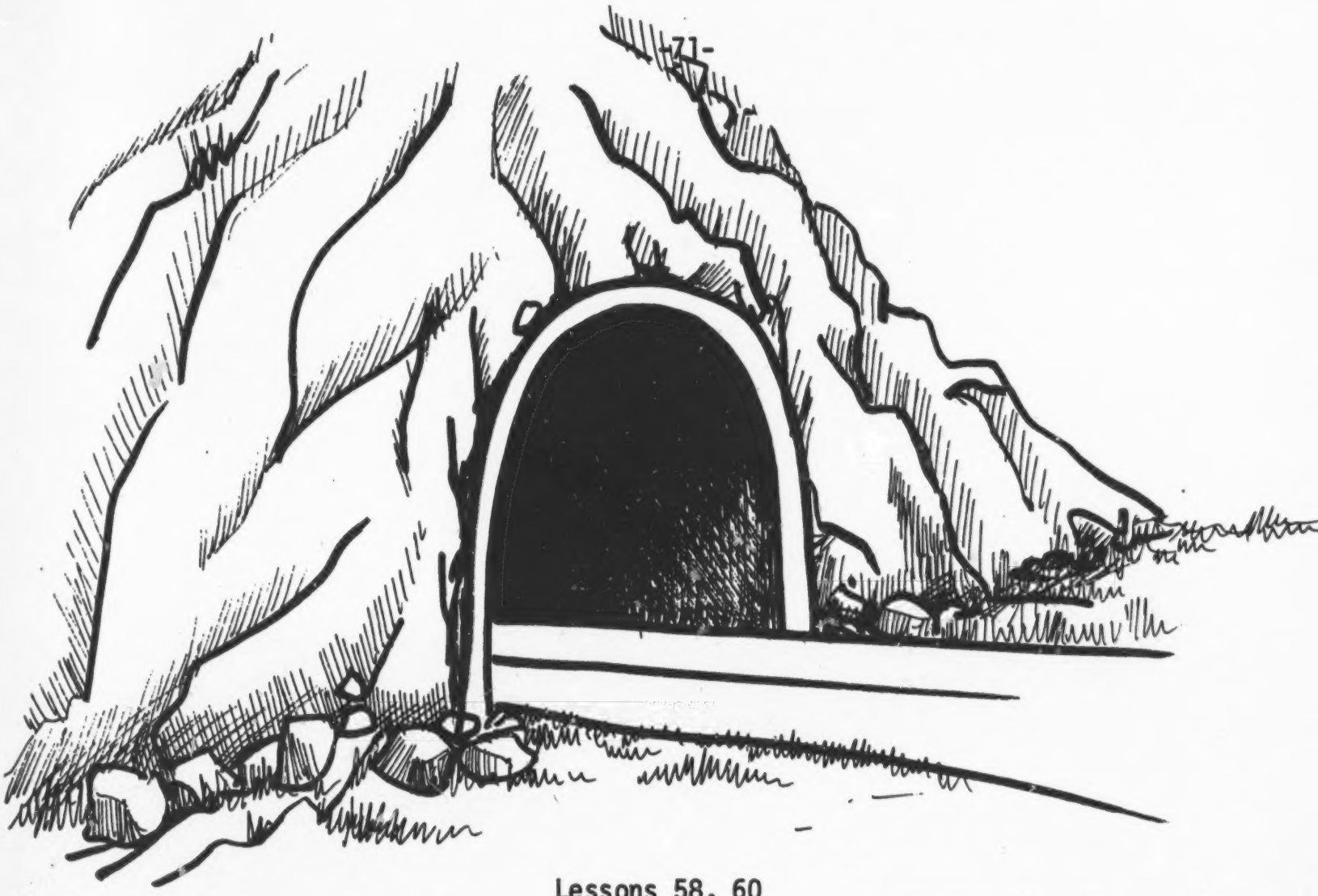
River
Lesson 57
Spanish Activity 2 supporting Lesson 57

River
Lesson 57
Spanish Activity 2 supporting Lesson 57

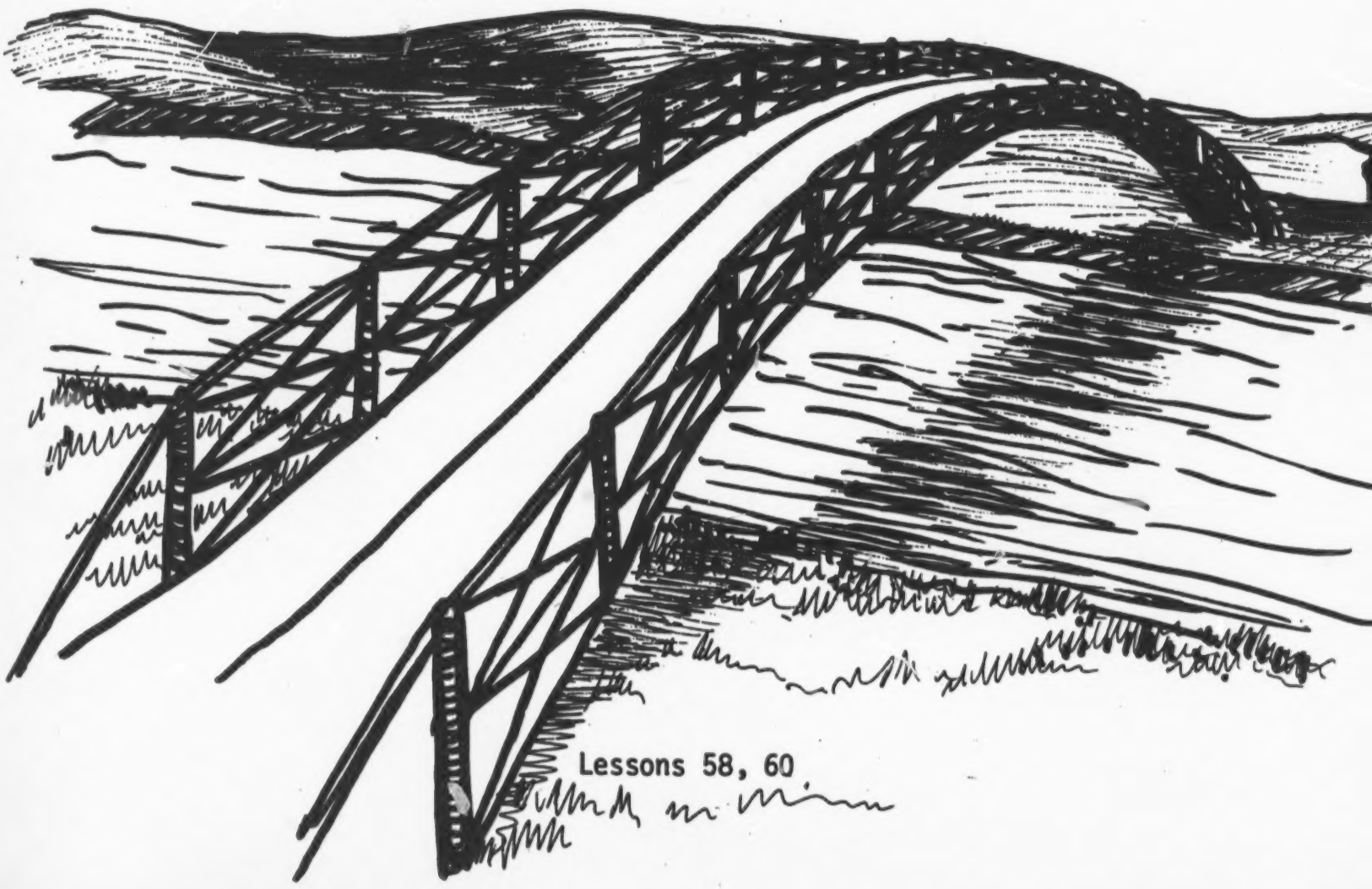


Man Crossing River
Lesson 57
Spanish Activity 2 supporting Lesson 57

Man Crossing Lake
Lesson 57
Spanish Activity 2 supporting Lesson 57

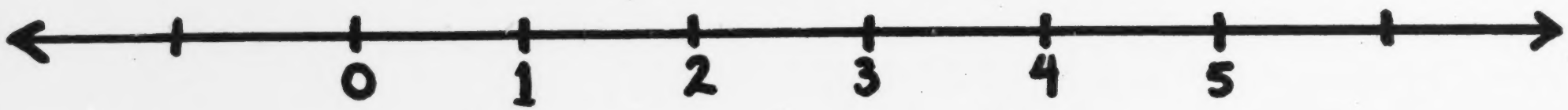


Lessons 58, 60

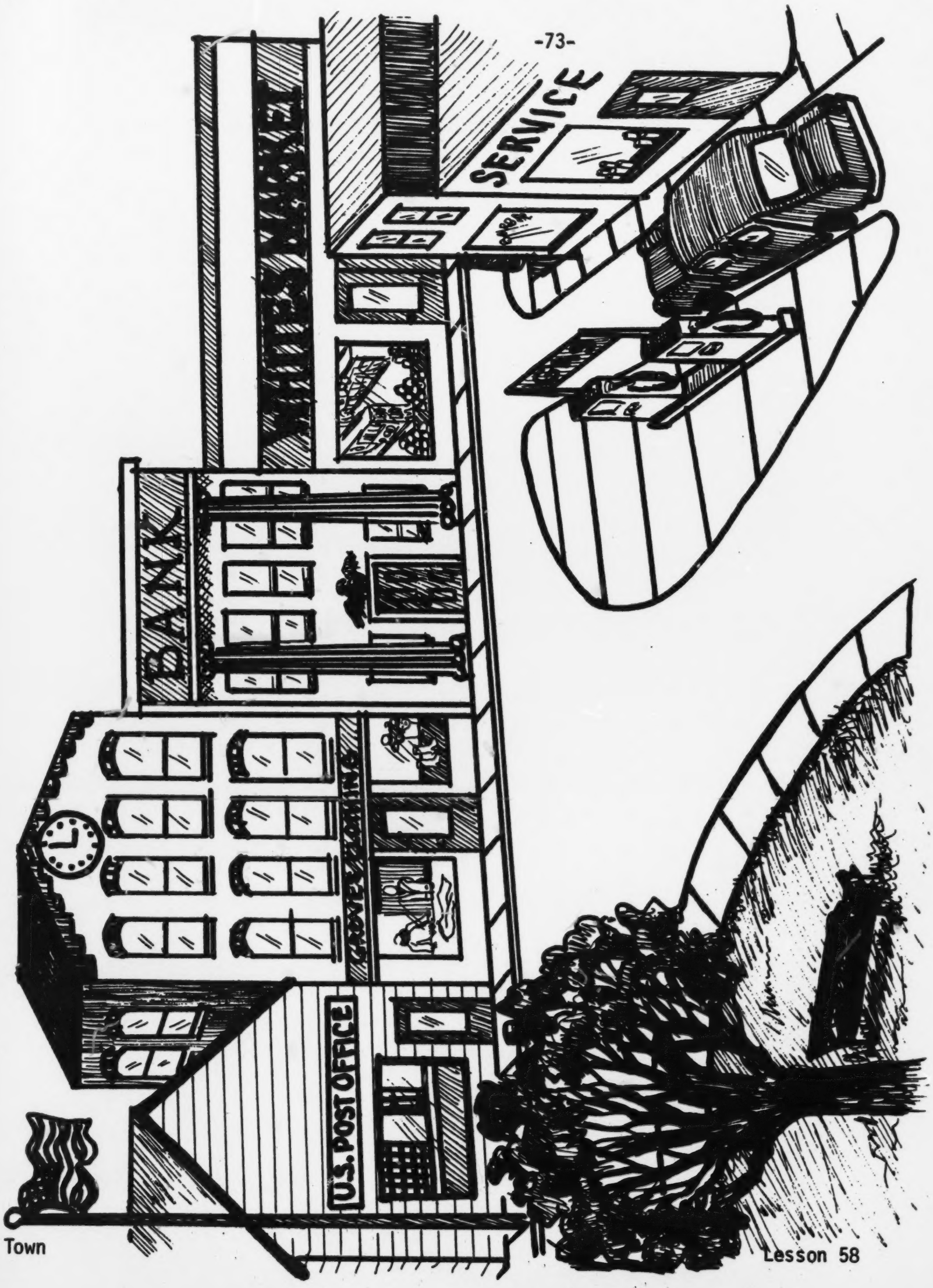


Lessons 58, 60

Mountains With Roads and Tunnels
Lesson 58

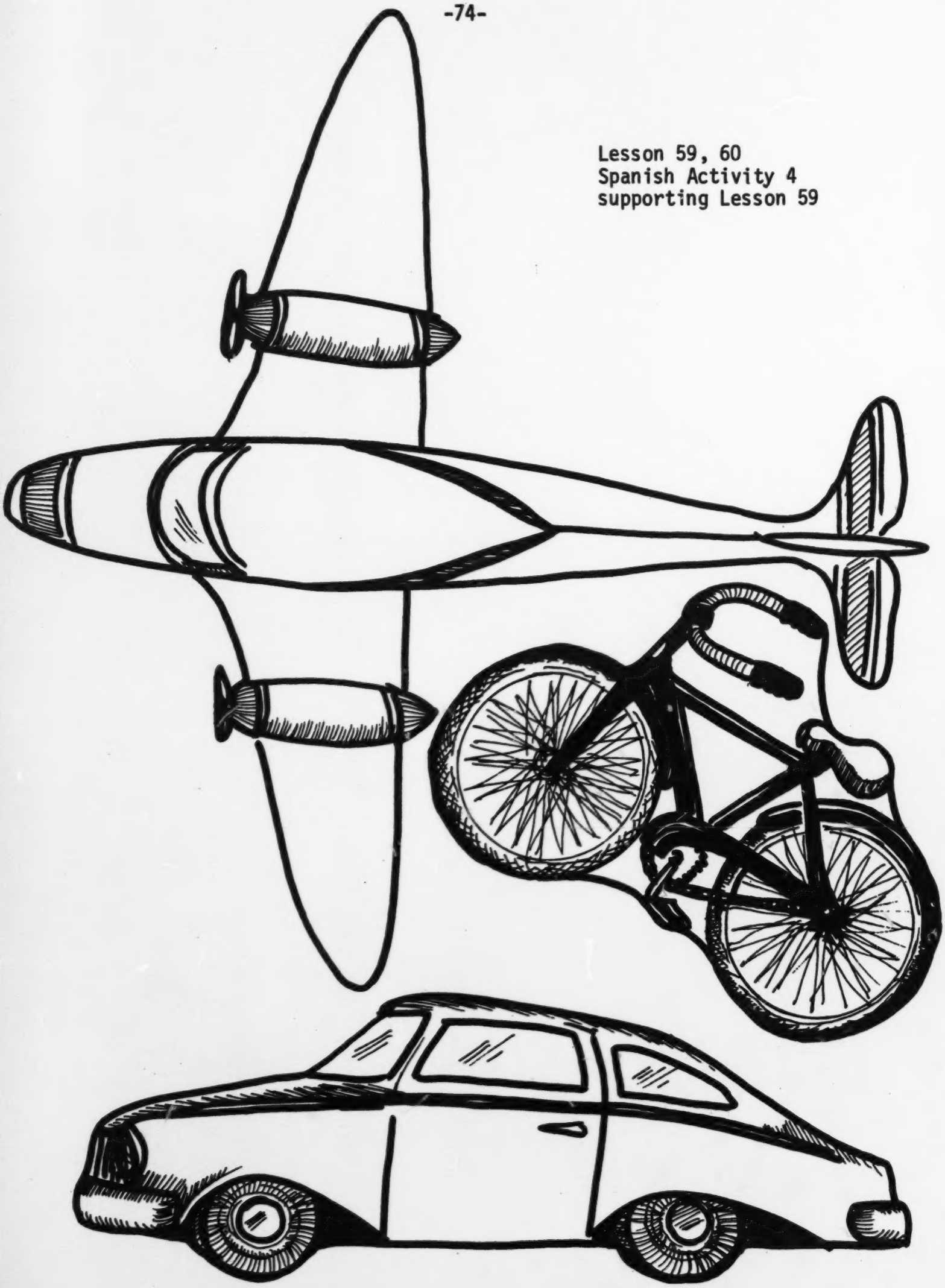


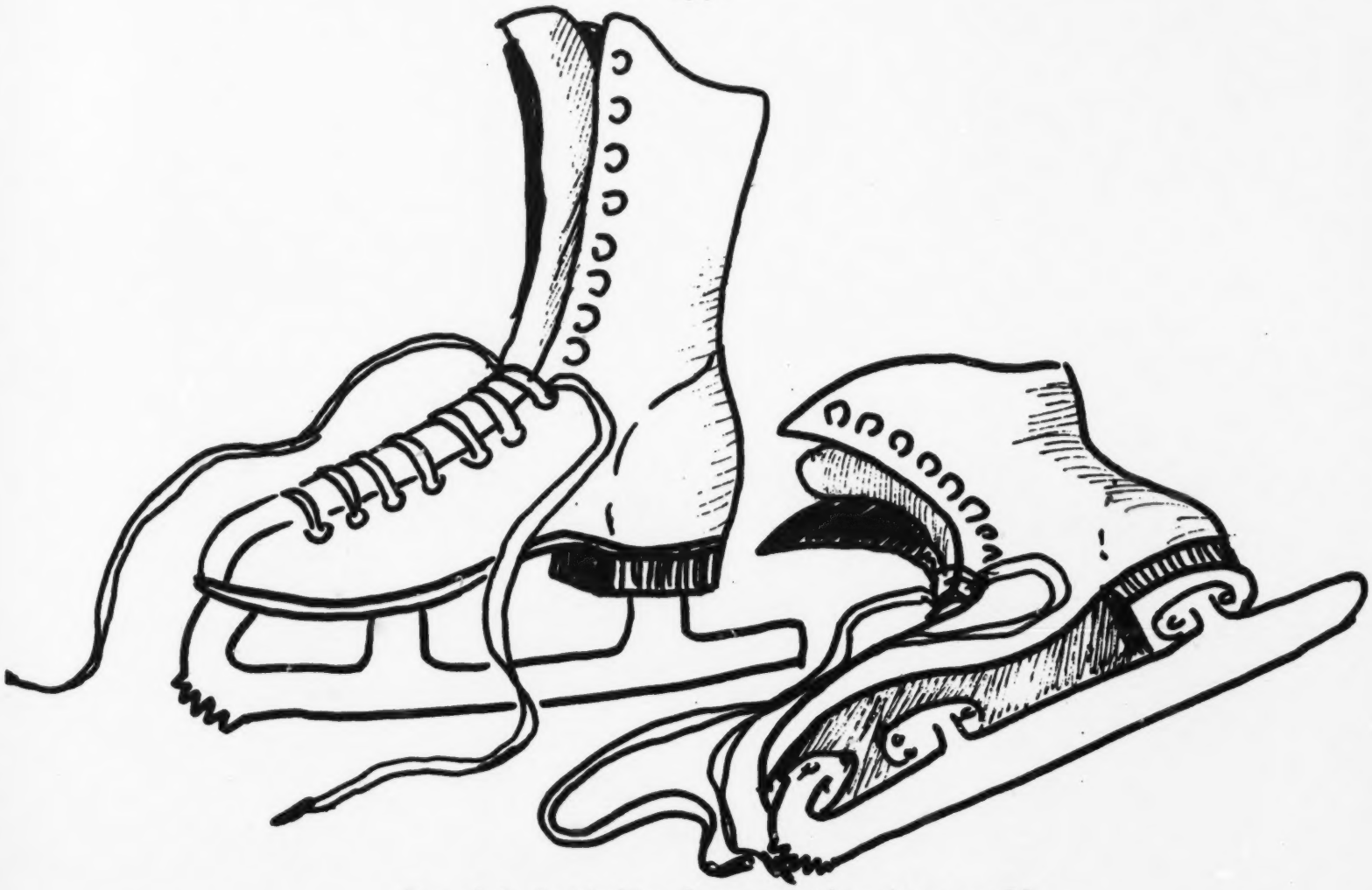
Number Line
Lessons 61, 62



Town

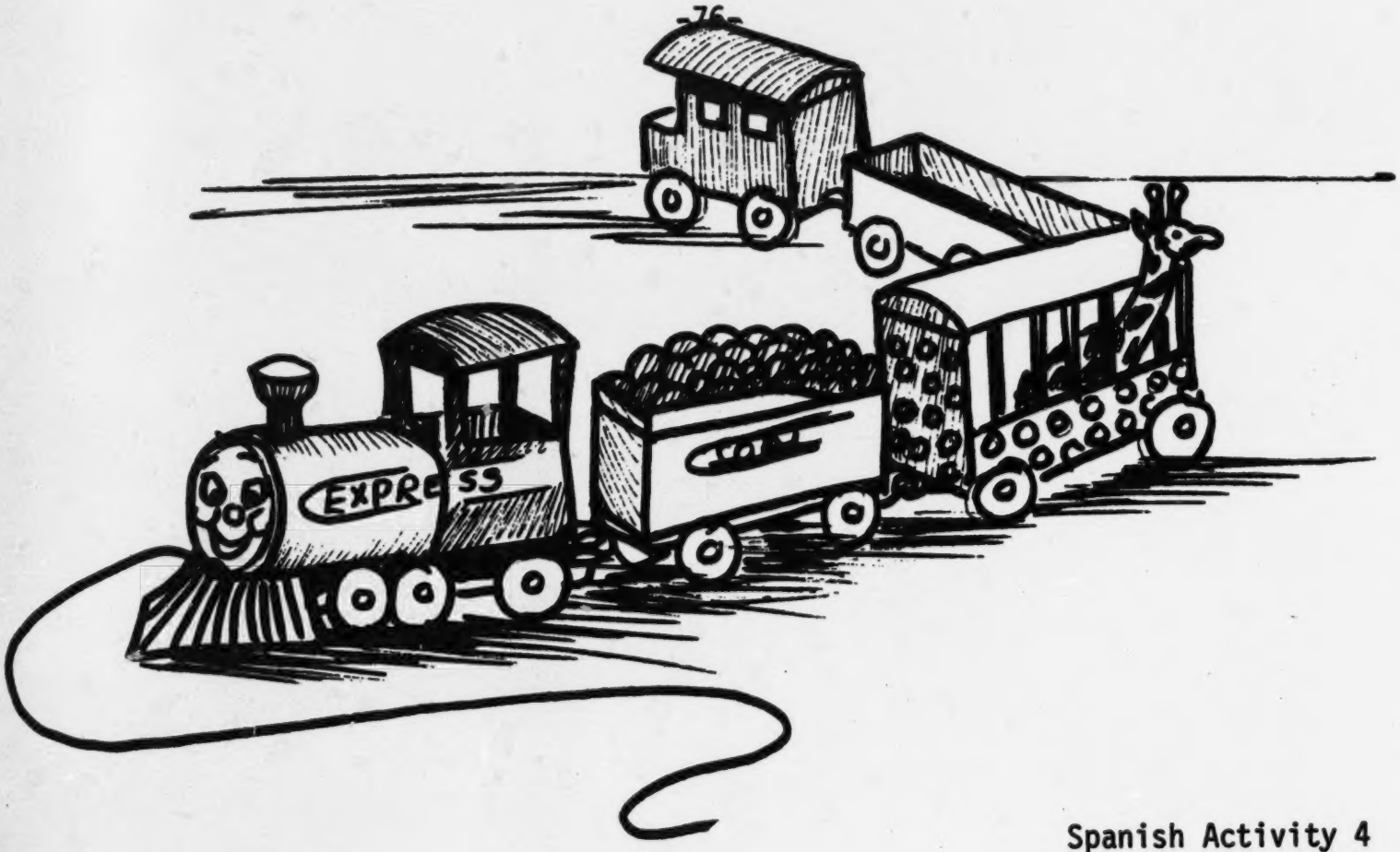
Lesson 59, 60
Spanish Activity 4
supporting Lesson 59





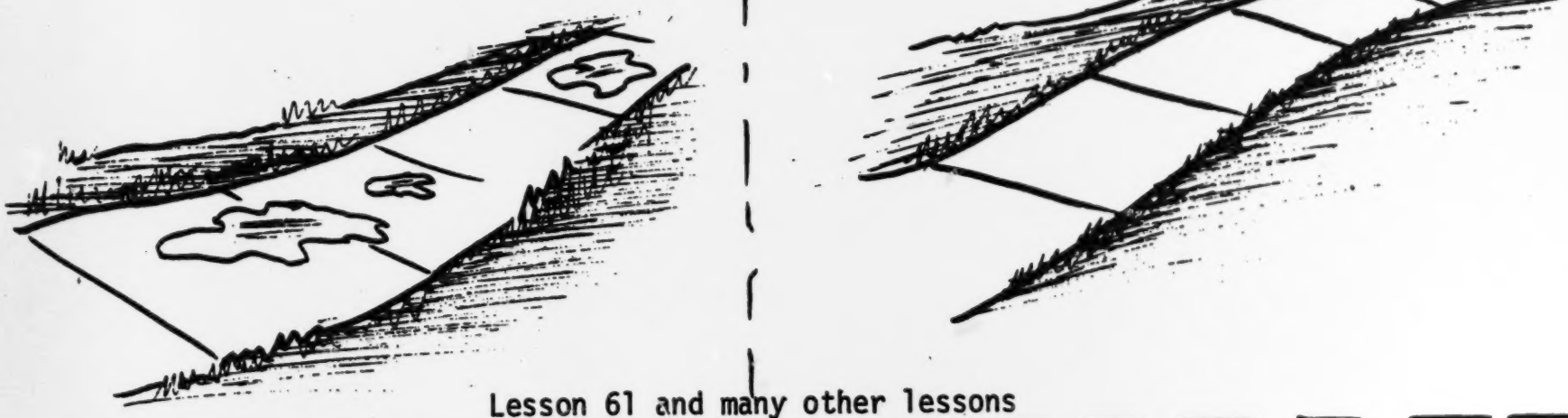
Spanish Activity 4 supporting Lesson 64

Spanish Activity 4 supporting Lesson 64

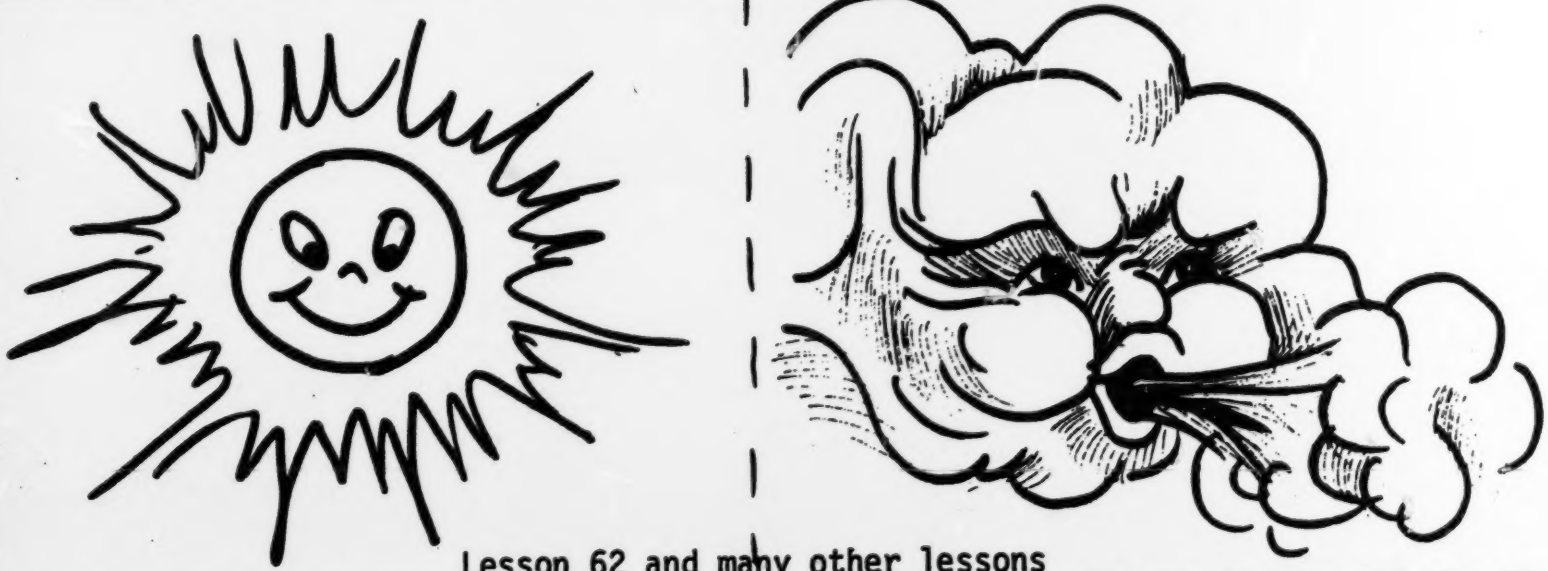


Spanish Activity 4
supporting Lesson 64

Lesson 61 and many other lessons



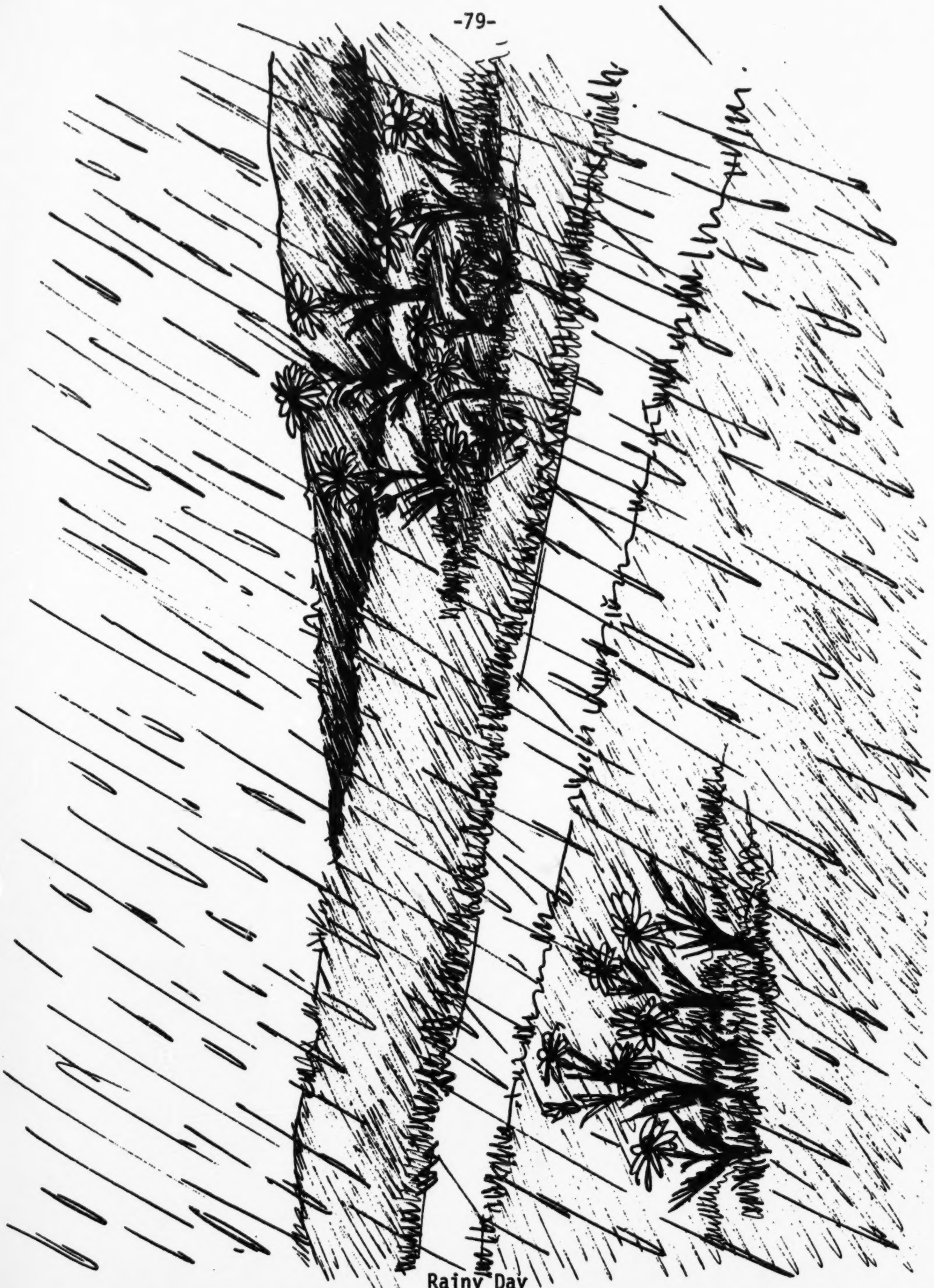
Lesson 61 and many other lessons



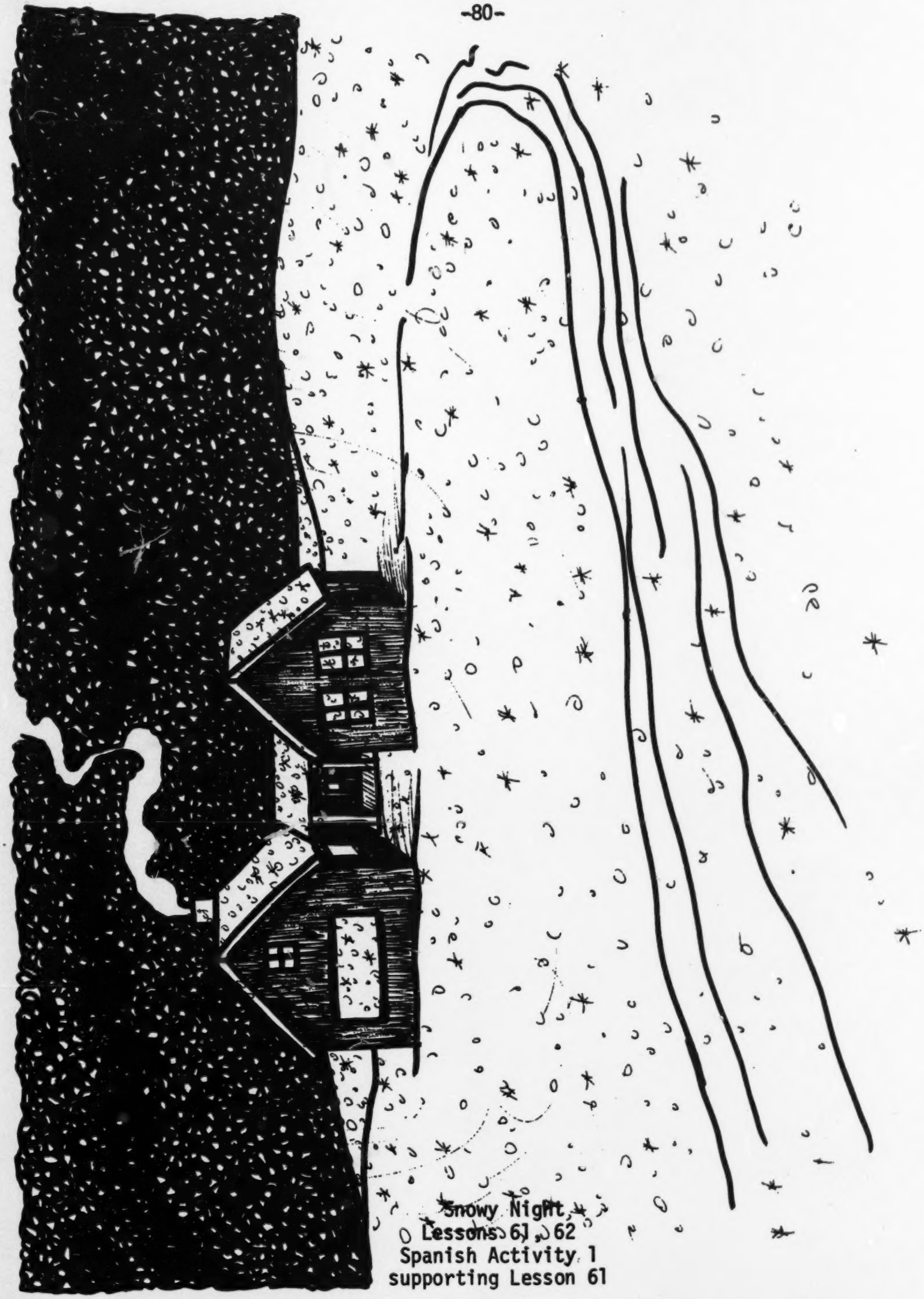
Lesson 62 and many other lessons

Lessons 63, 65, 68

Rainy Night
Lessons 61, 62

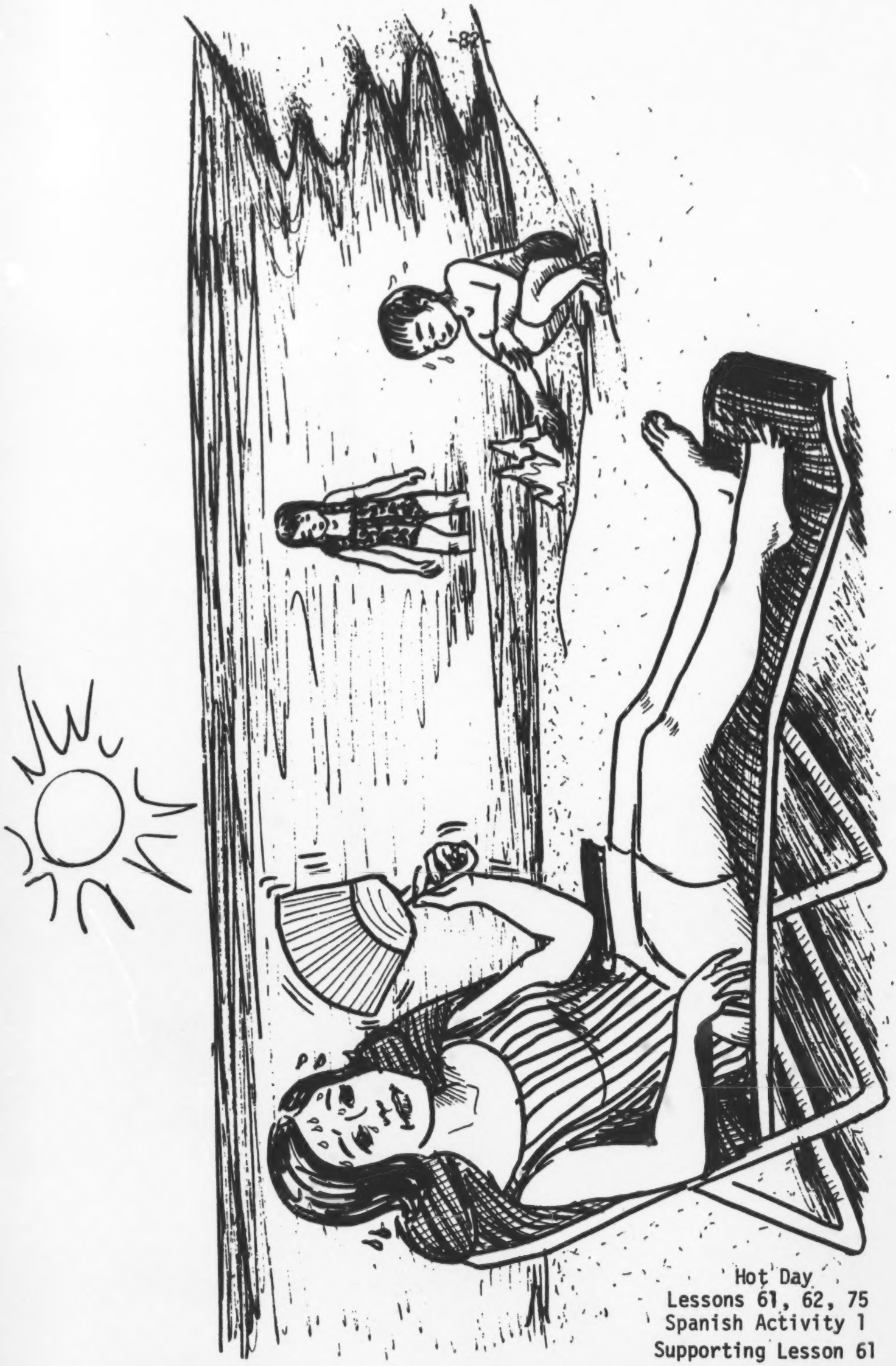


Rainy Day
Lesson 61 and many other lessons

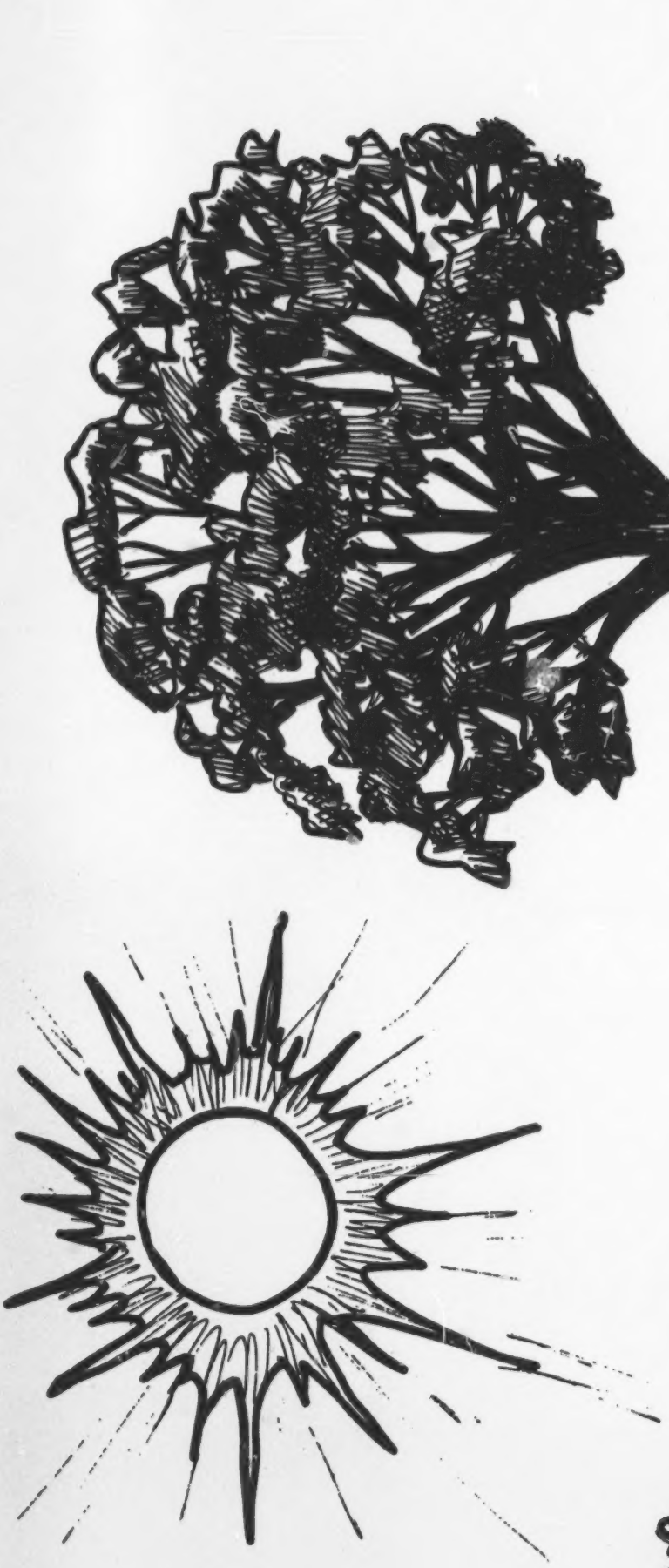


Snowy Night
Lessons 61, 62
Spanish Activity 1
supporting Lesson 61

Cold Day
Lessons 61, 62
Spanish Activity 1
supporting Lesson 61



Hot Day
Lessons 61, 62, 75
Spanish Activity 1
Supporting Lesson 61

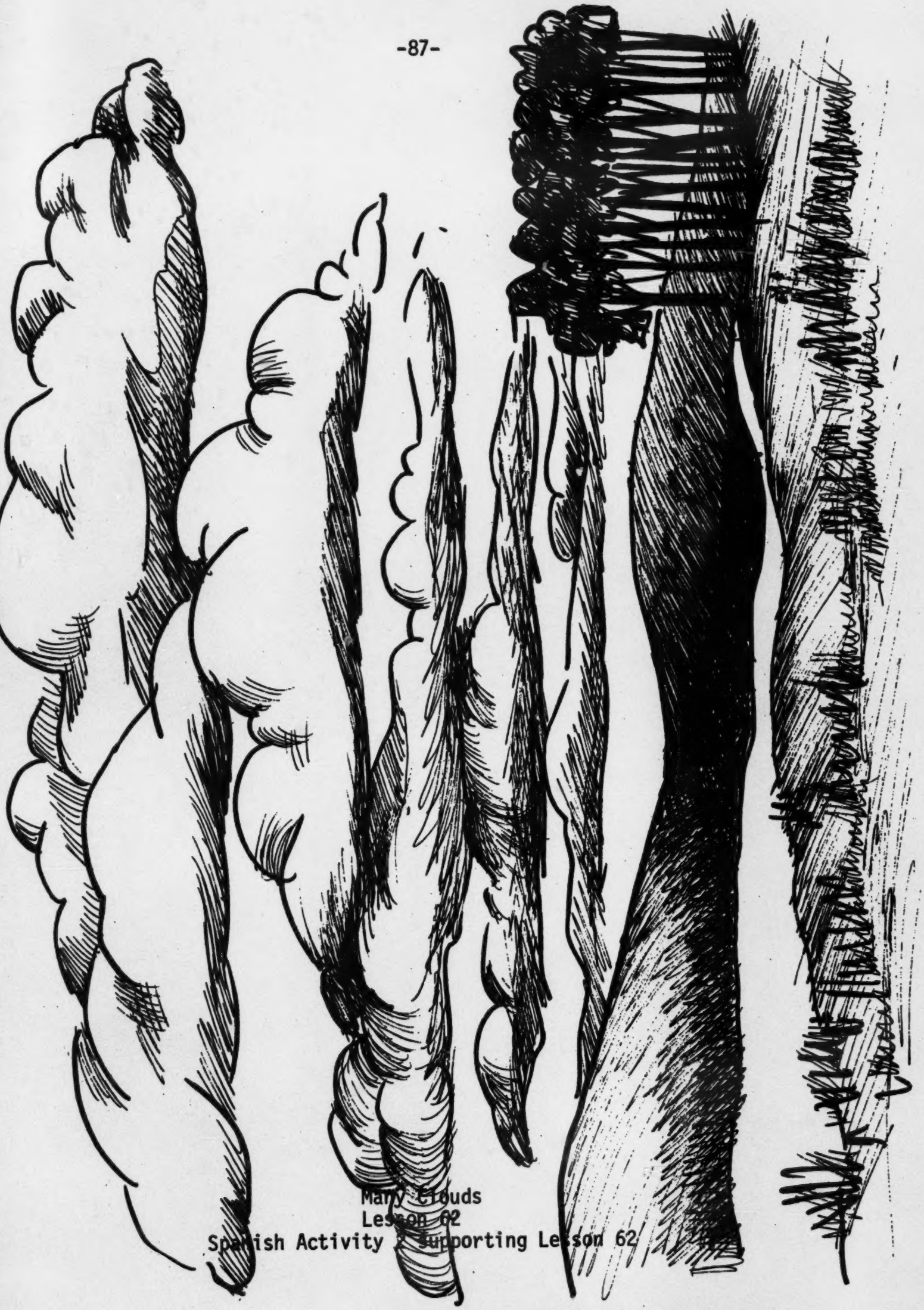


Sun Picture
Lesson 62, 66, 75
Spanish Activity 2
supporting Lesson 62

Wind Picture
Lesson 62
Spanish Activity 2
supporting Lesson 62

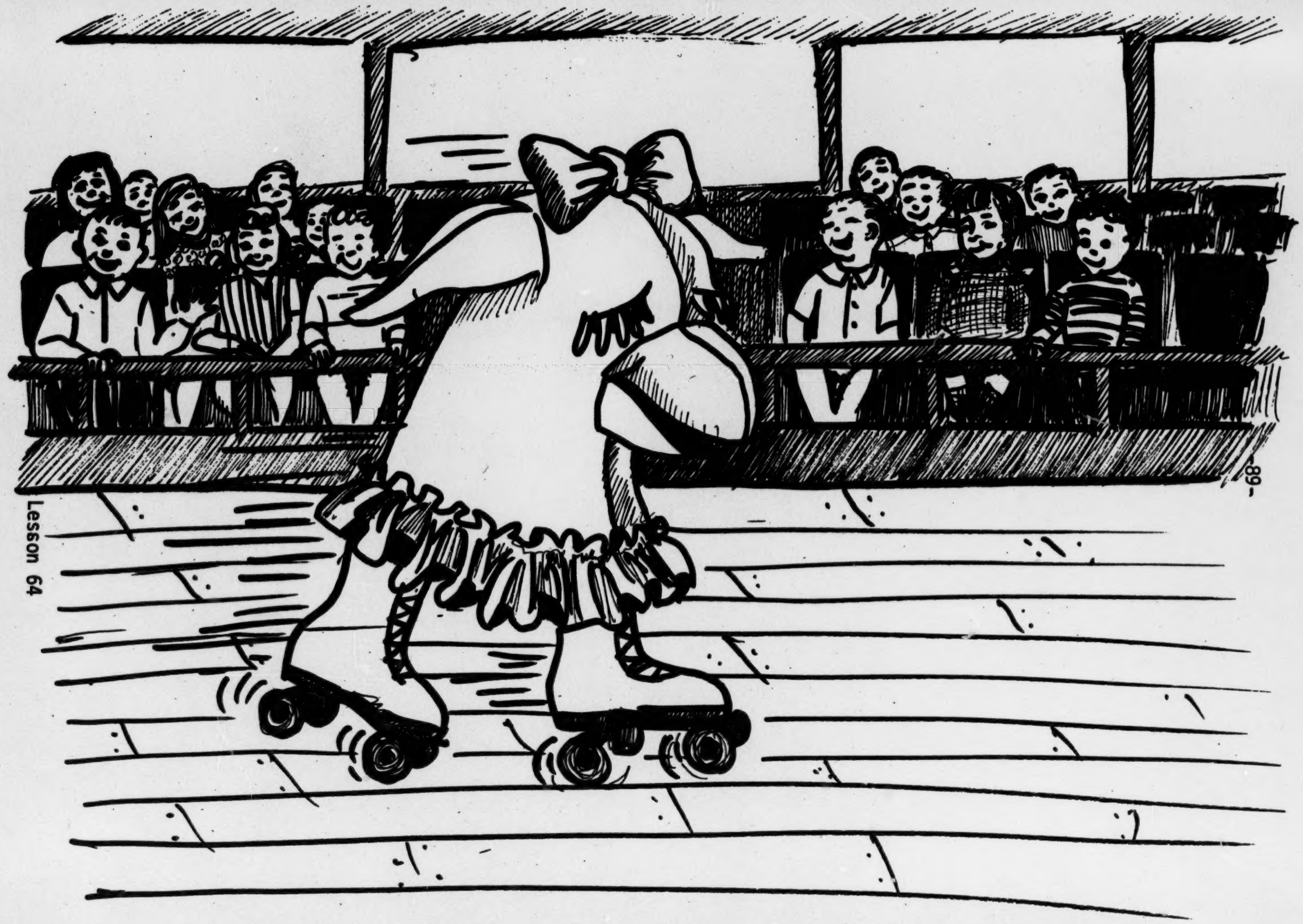
No clouds
Lesson 62

Few Clouds
Lesson 62

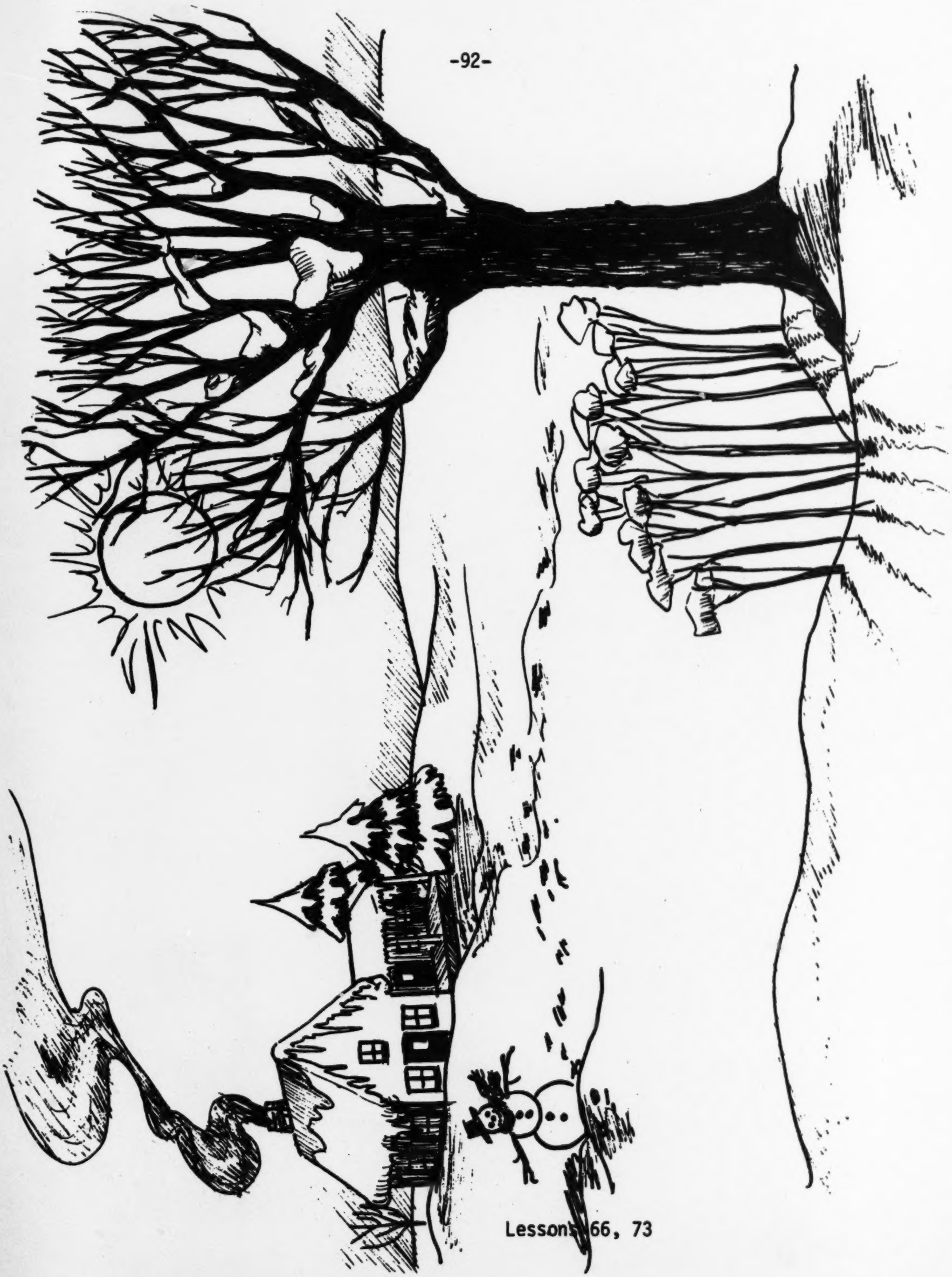


Many Clouds
Lesson 62
Spanish Activity 2 Supporting Lesson 62

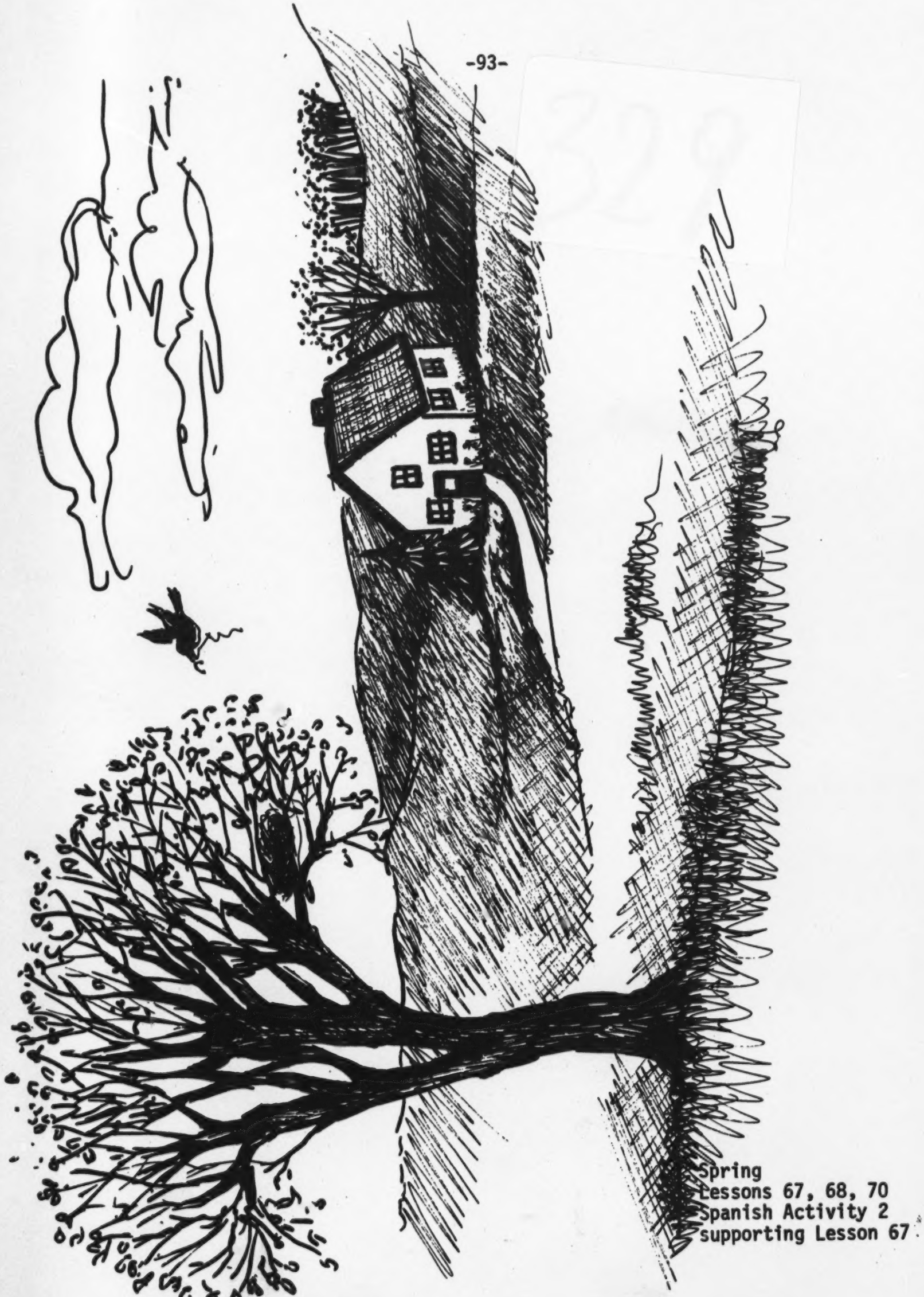
Lesson 64



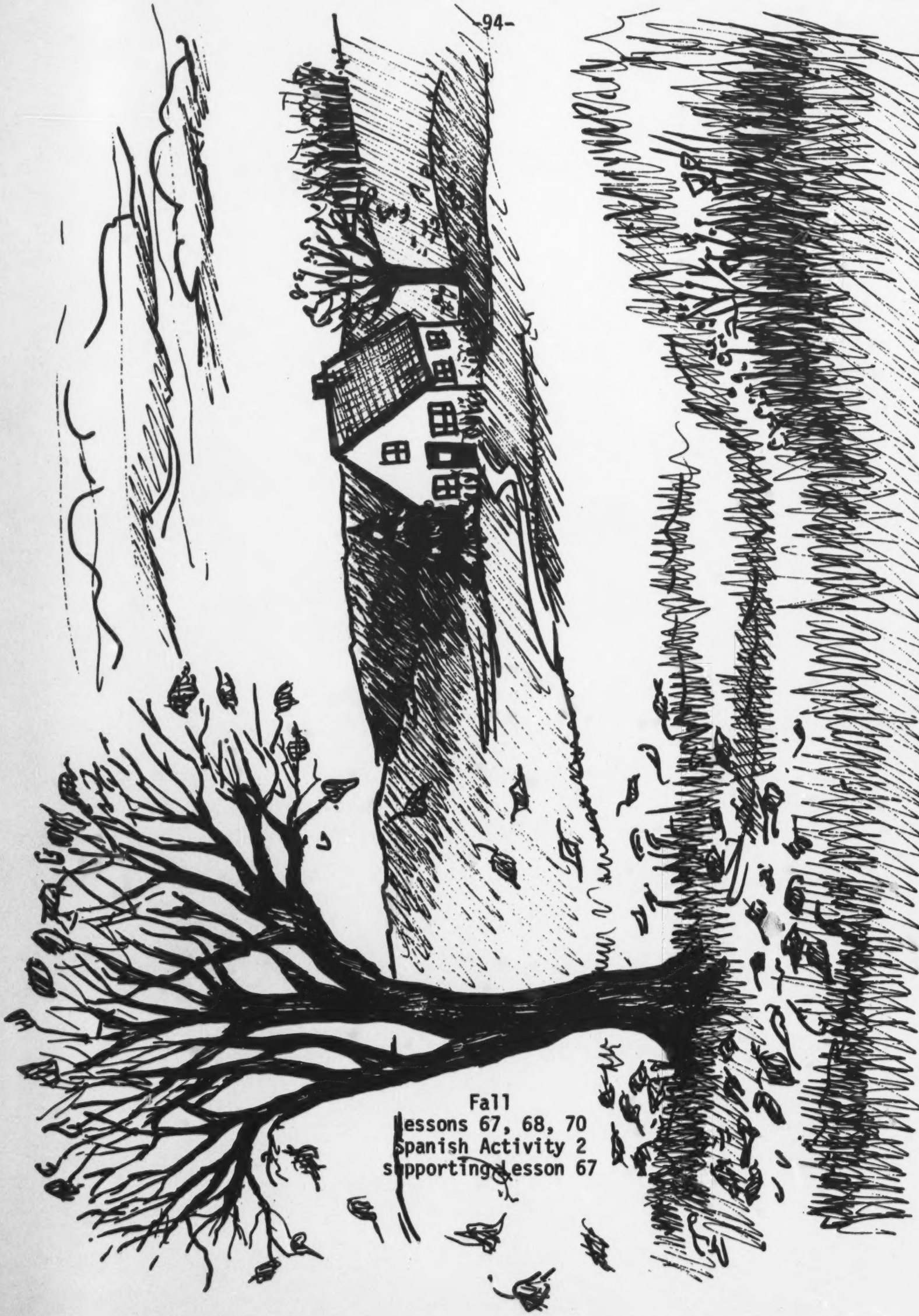
Cold Rainy Day
Lesson 66



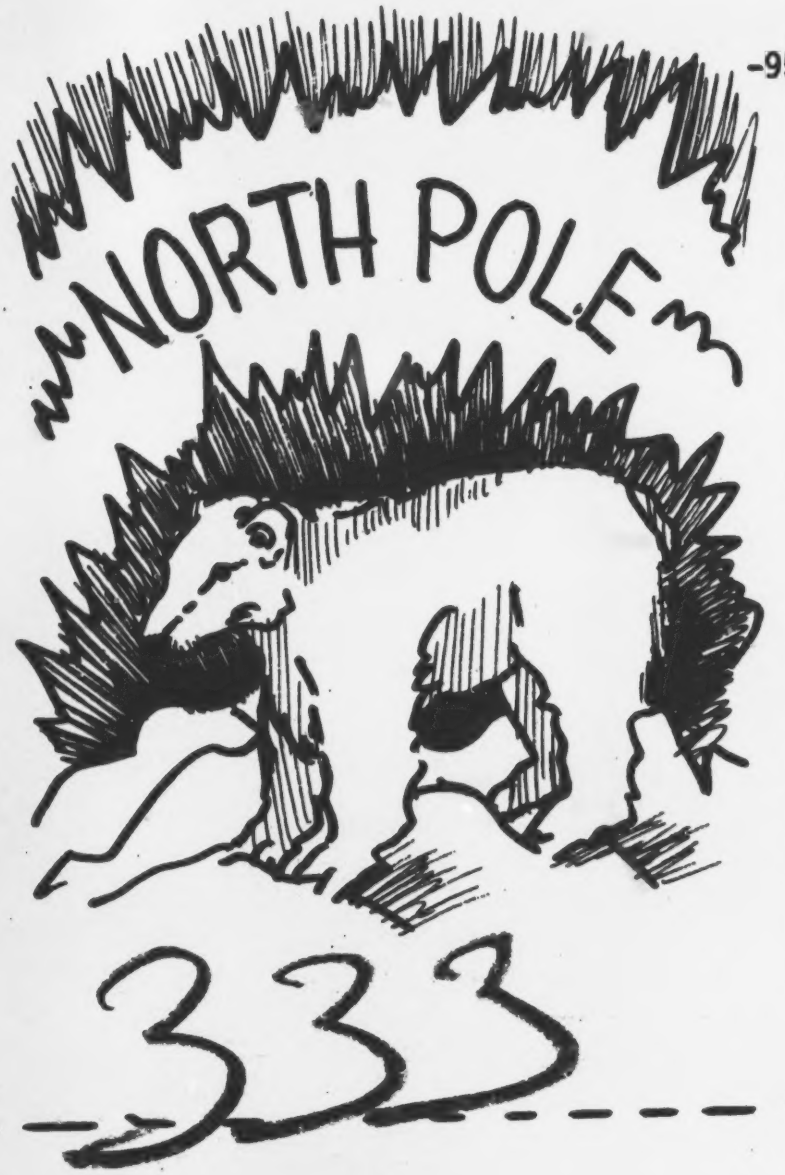
Lessons 66, 73

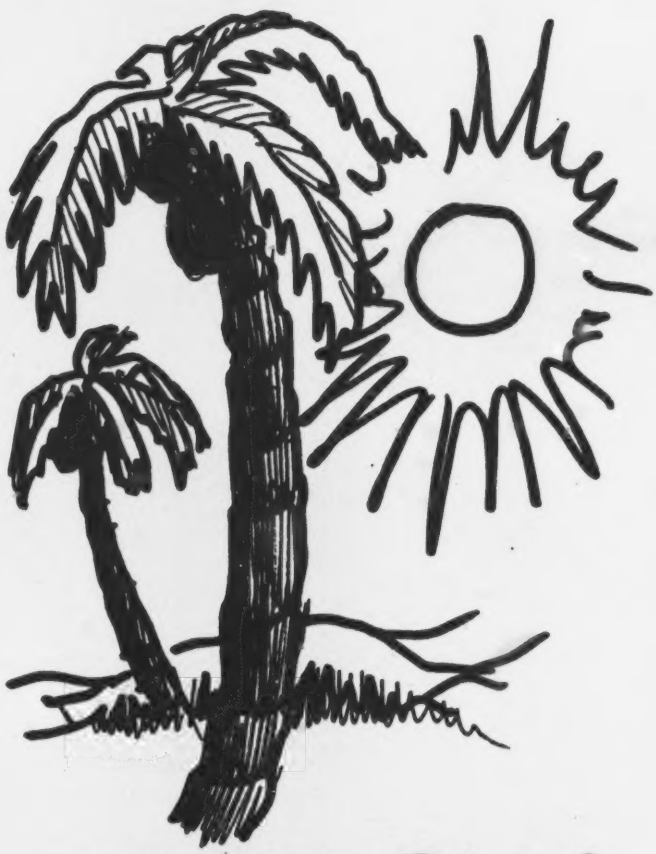


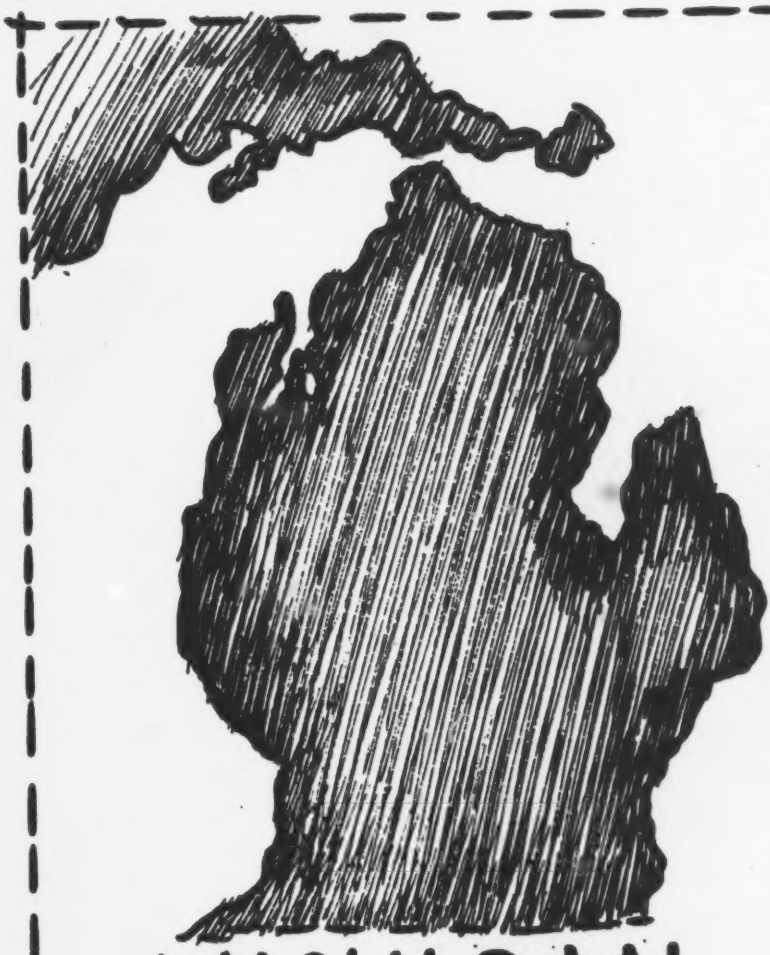
Spring
Lessons 67, 68, 70
Spanish Activity 2
supporting Lesson 67



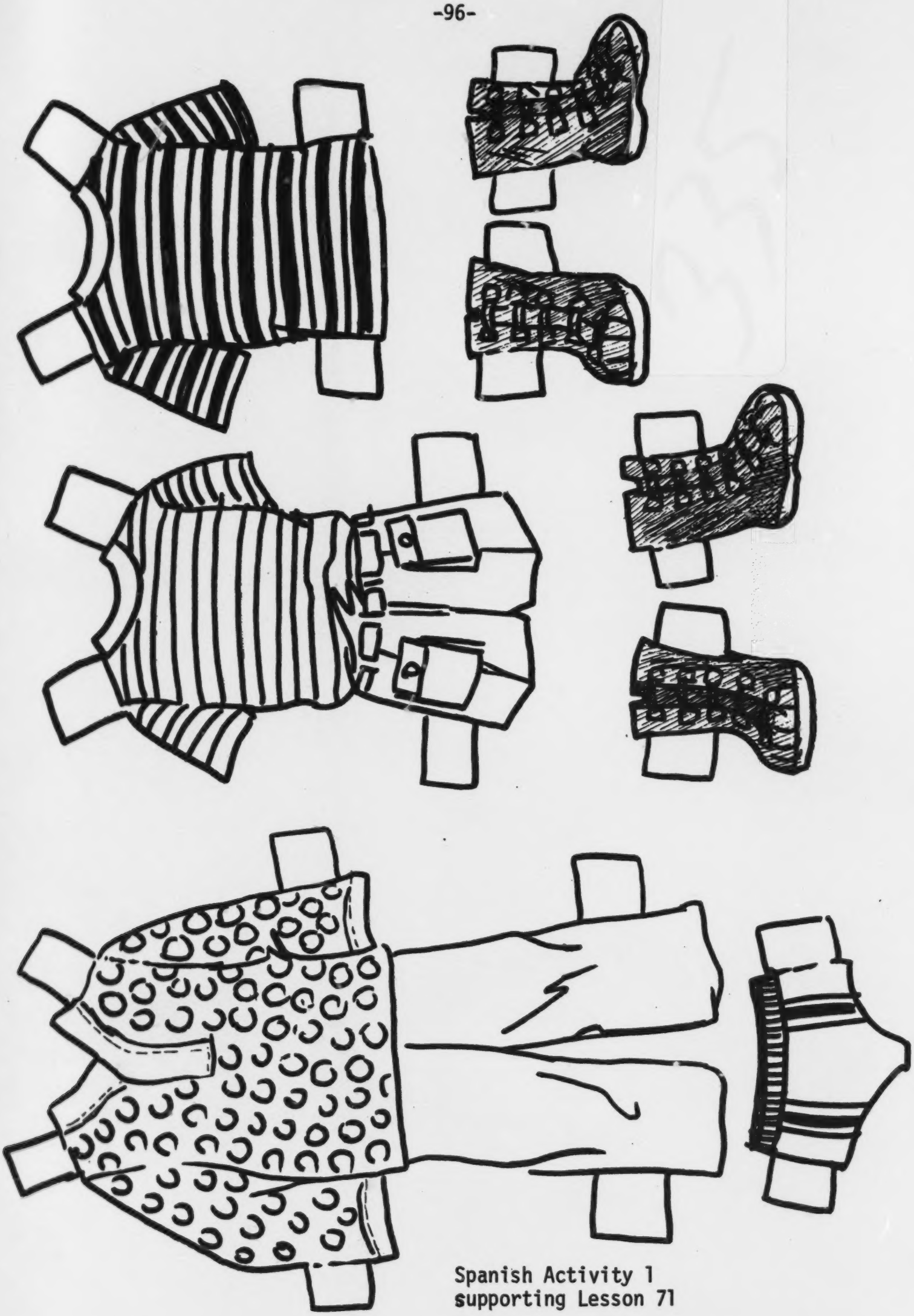
Fall
Lessons 67, 68, 70
Spanish Activity 2
Supporting Lesson 67



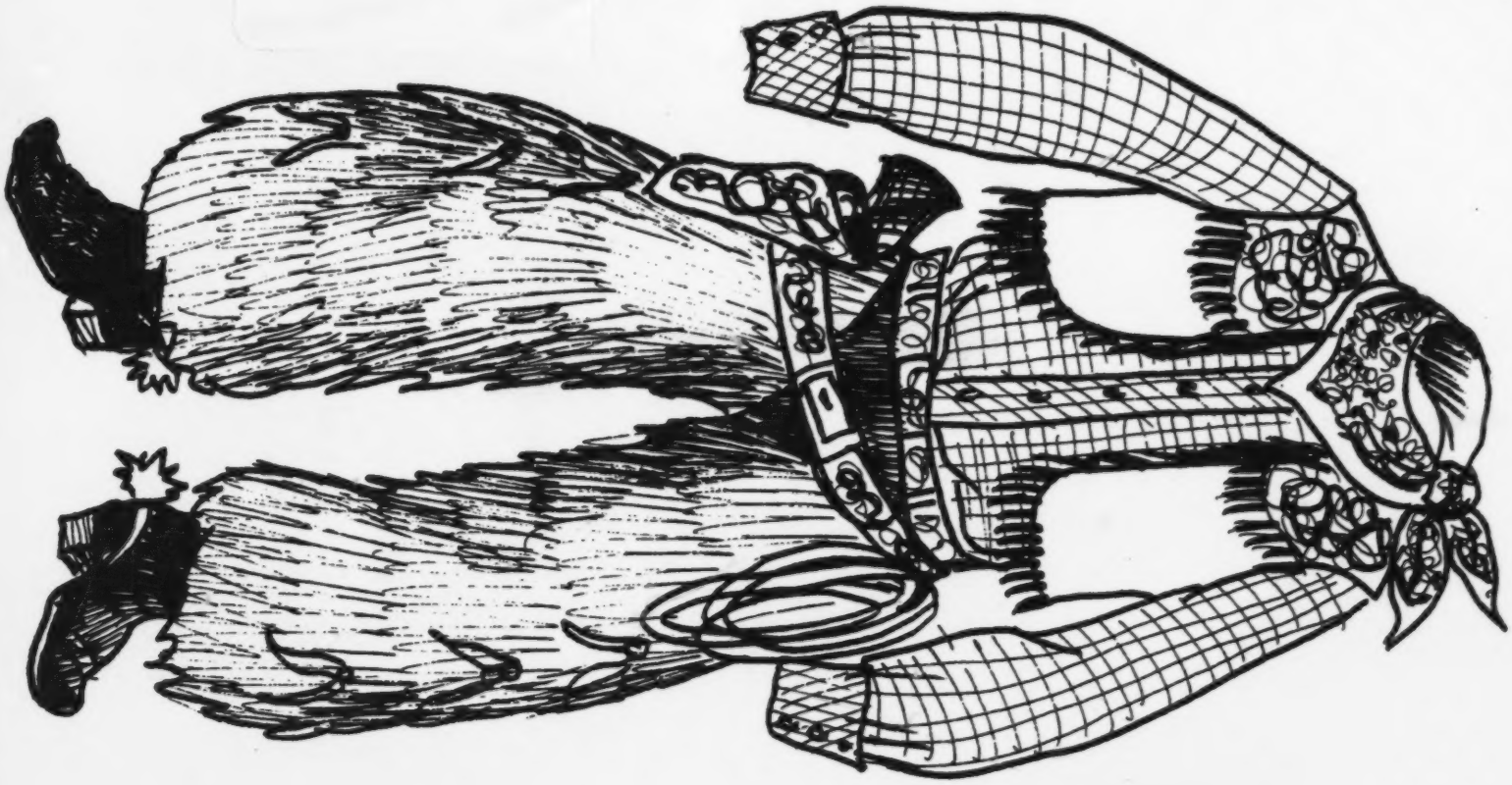




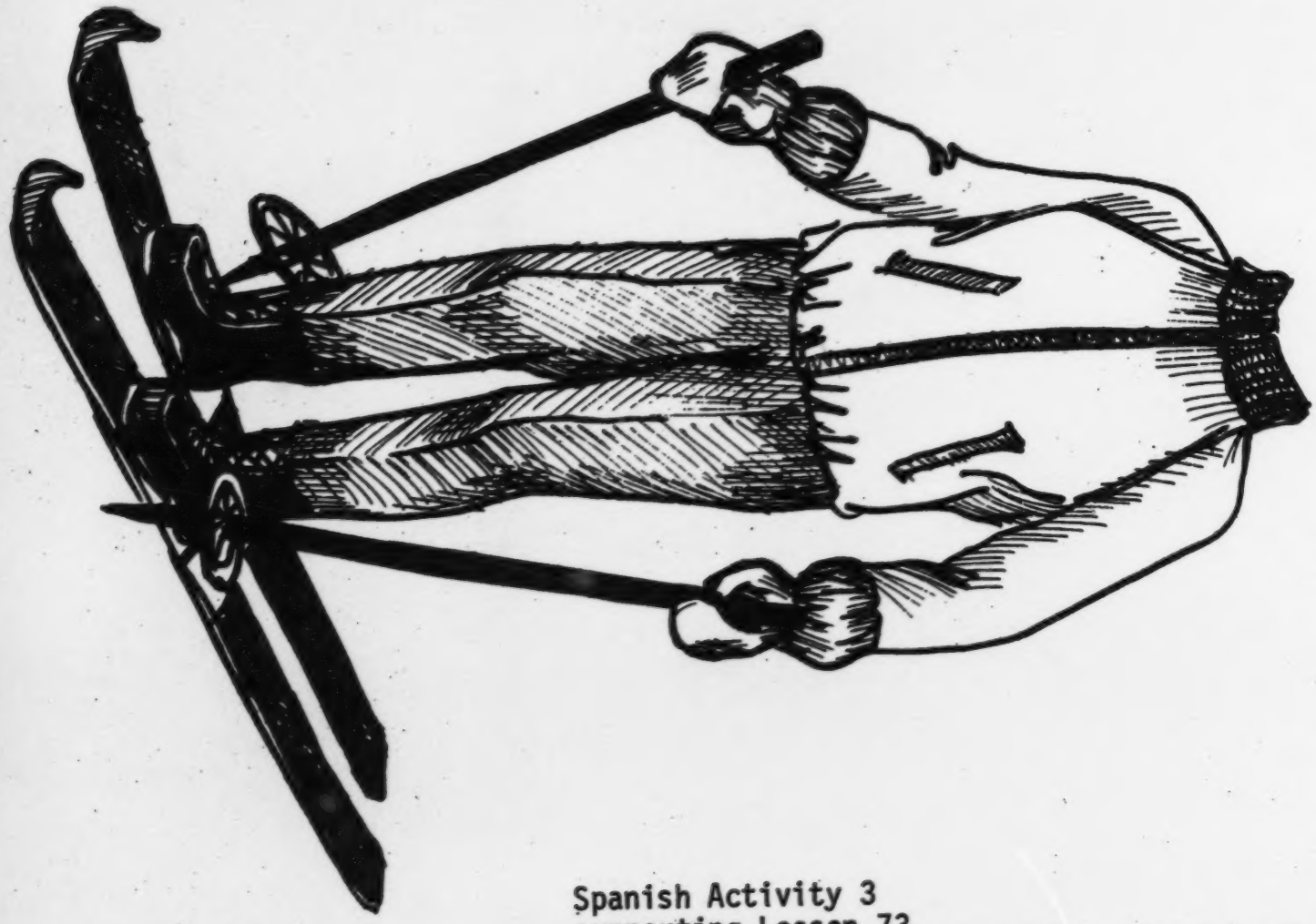
Picture Labels
Lessons 69, 74, 80



Spanish Activity 1
supporting Lesson 71

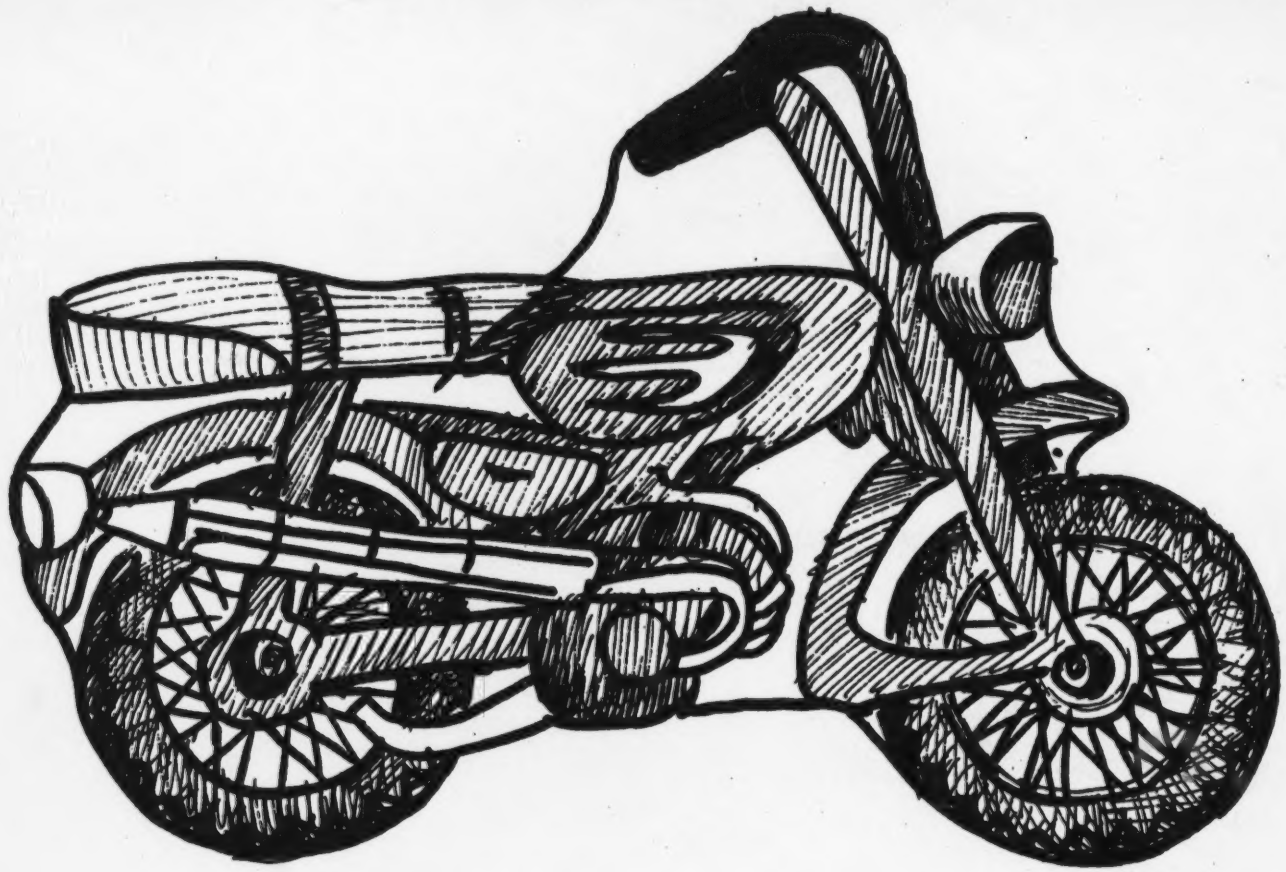


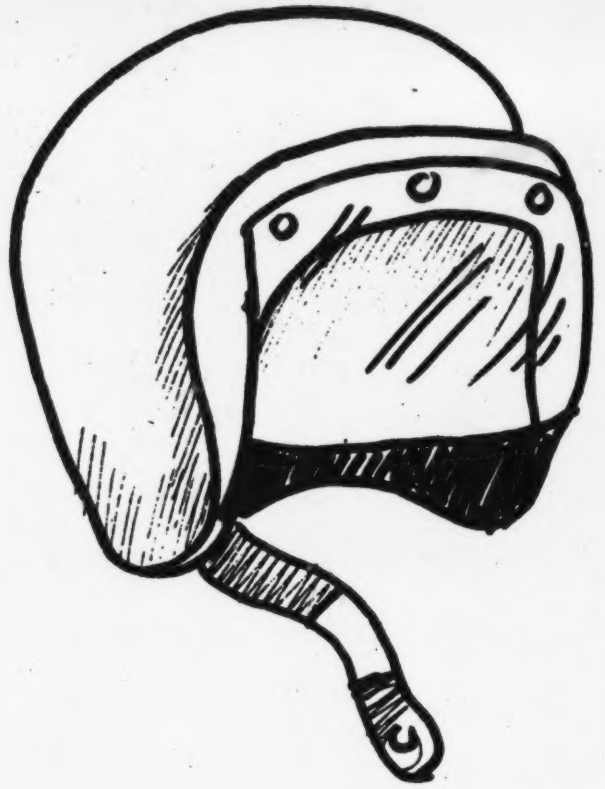
Spanish Activity 3
supporting Lesson 73

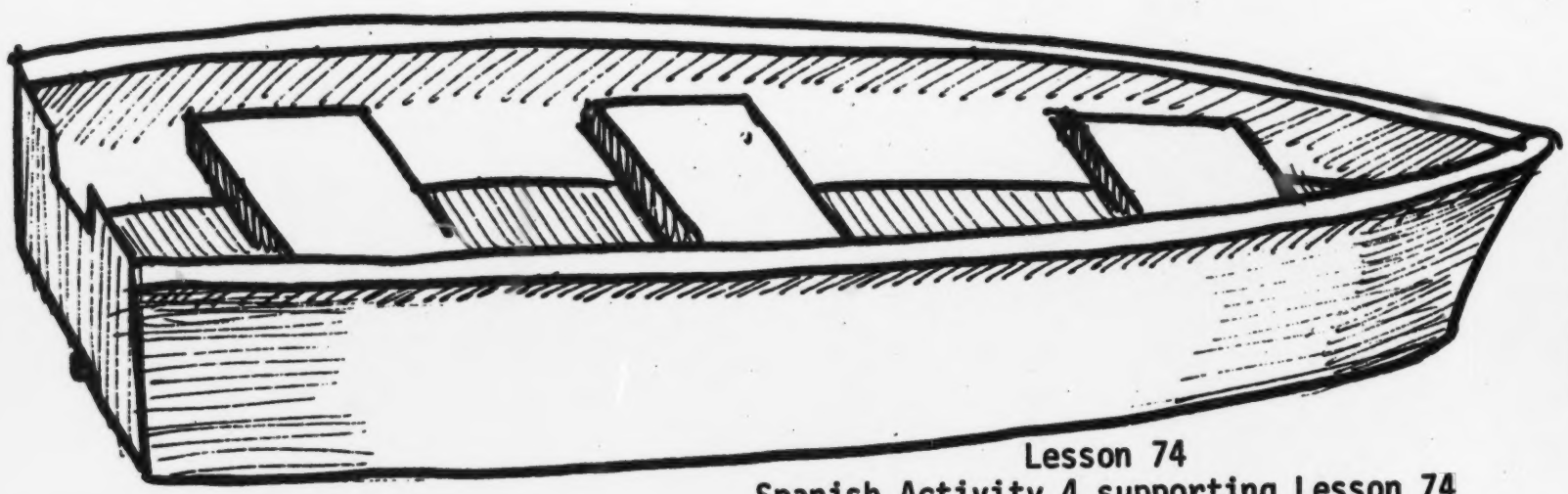


Spanish Activity 3
supporting Lesson 73

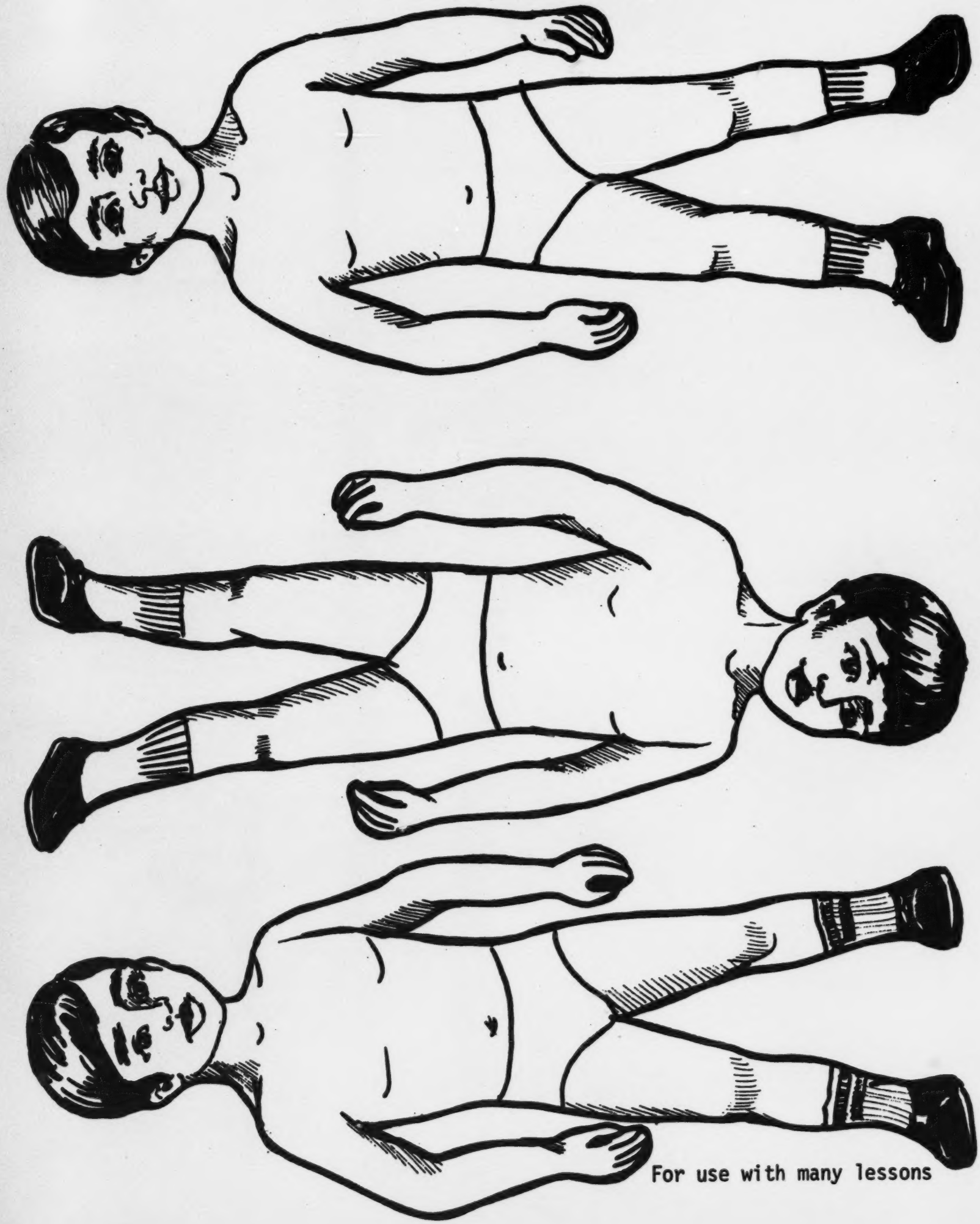
Spanish Activity 3
Supporting Lesson 73



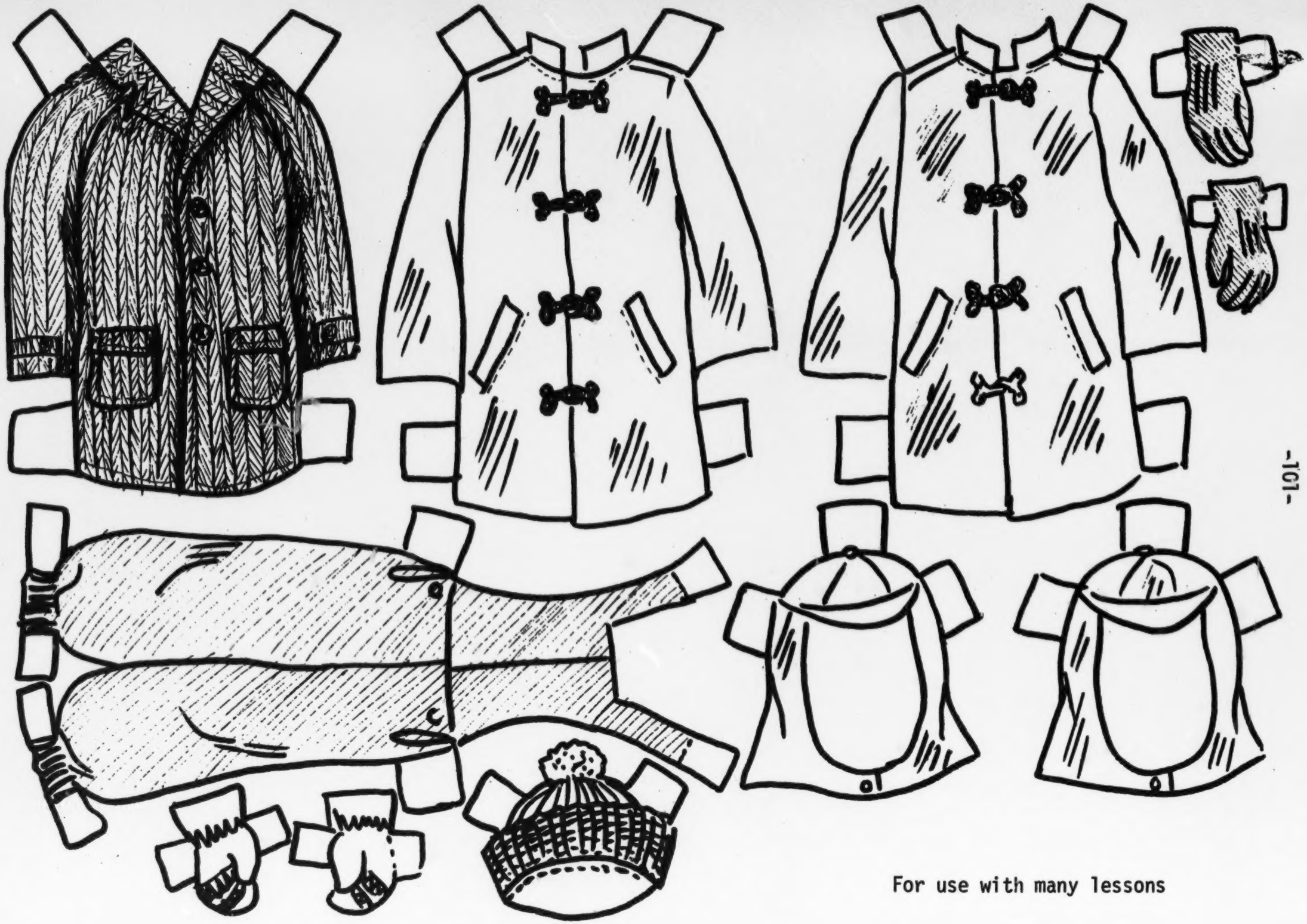




Lesson 74
Spanish Activity 4 supporting Lesson 74



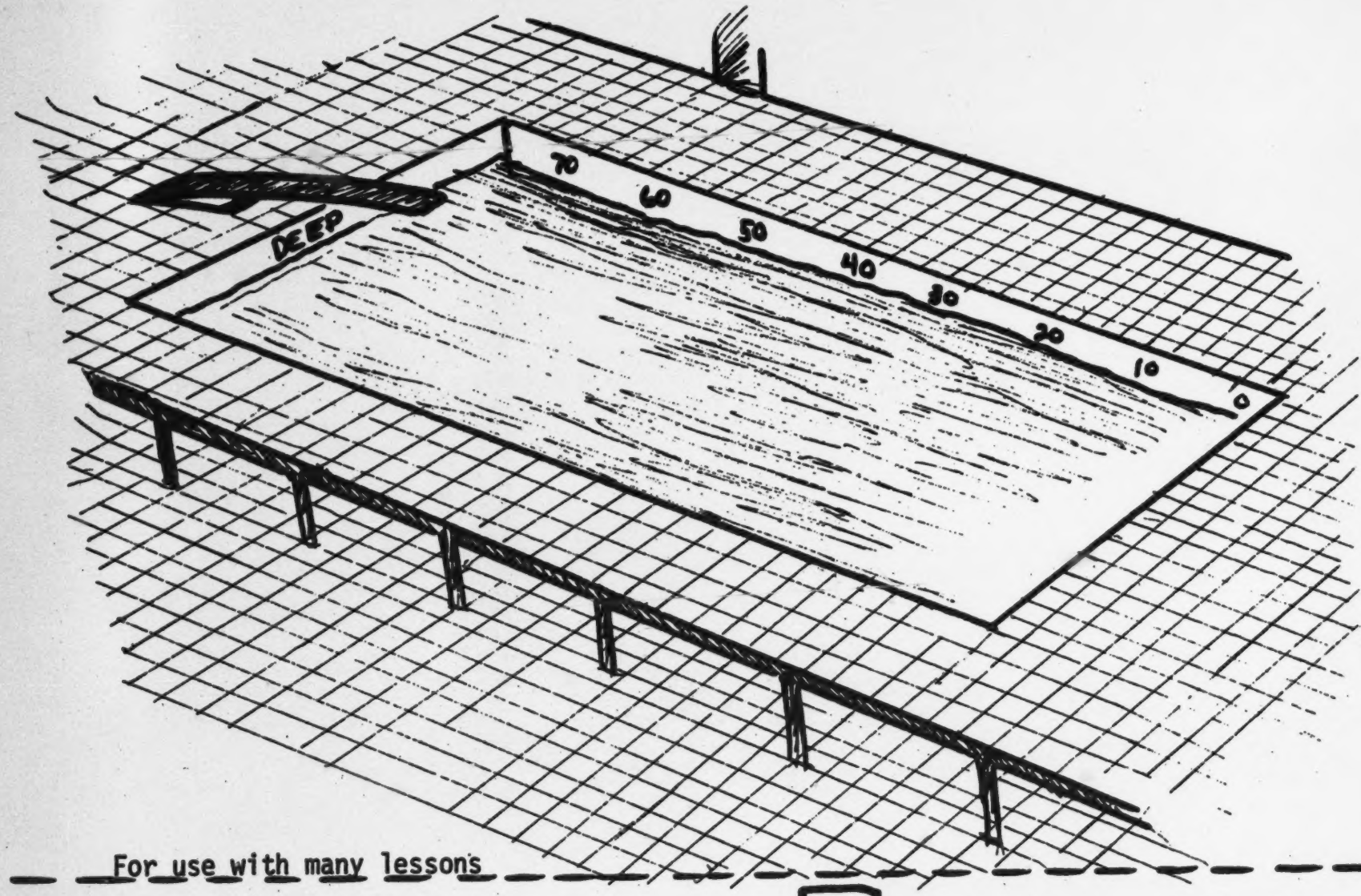
For use with many lessons



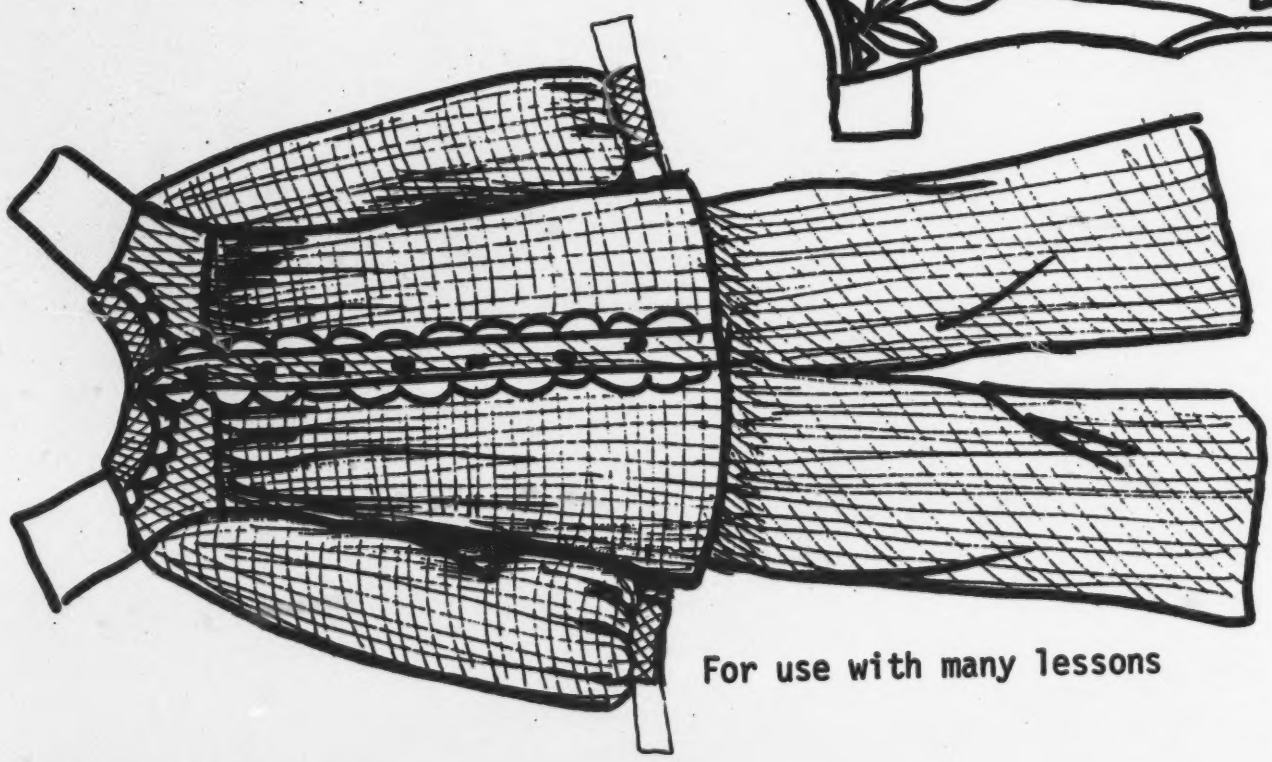
For use with many lessons

Spanish Activity 4
supporting Lesson 74

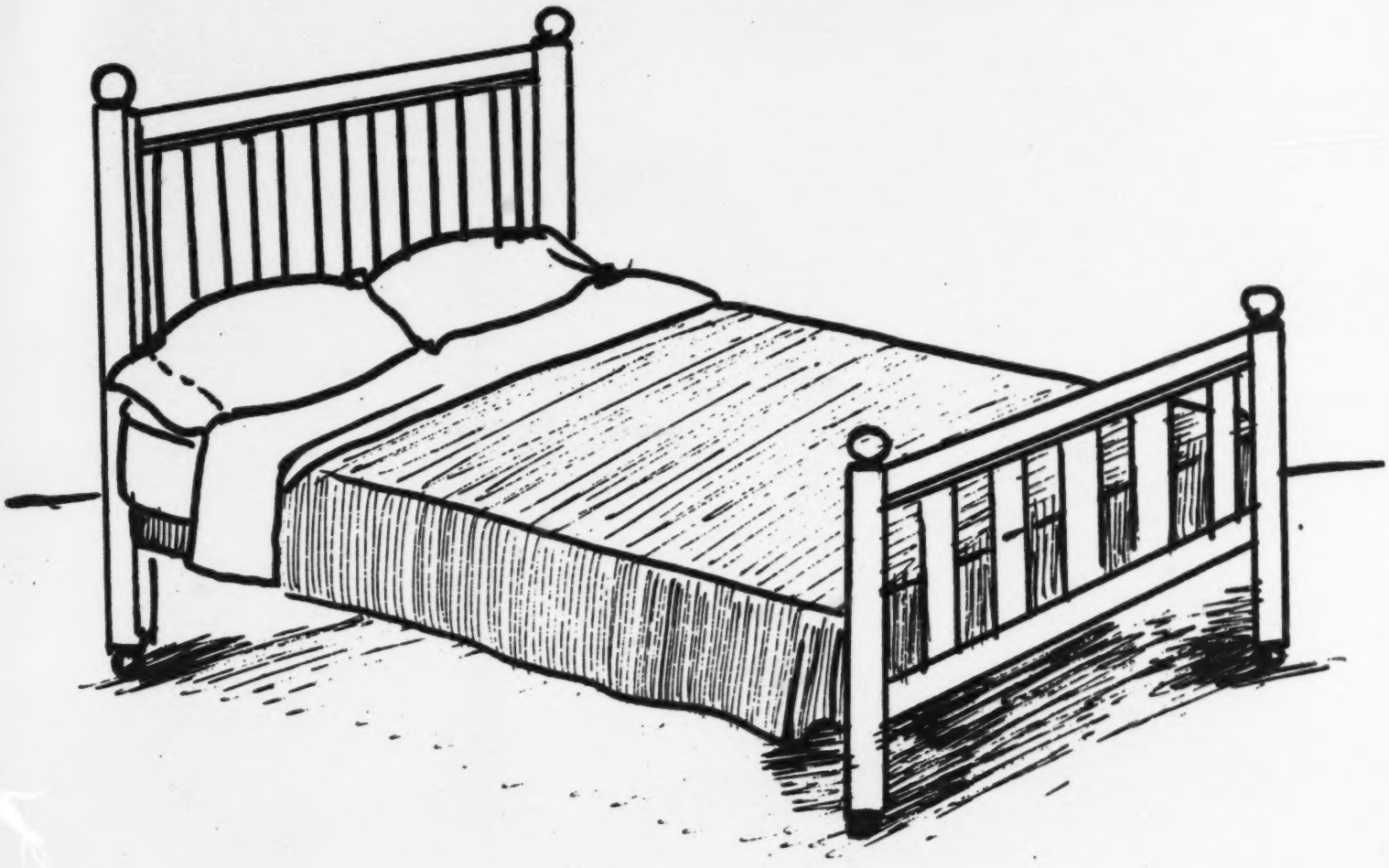
Lessons 72, 73
Spanish Activity 2
supporting Lesson 72



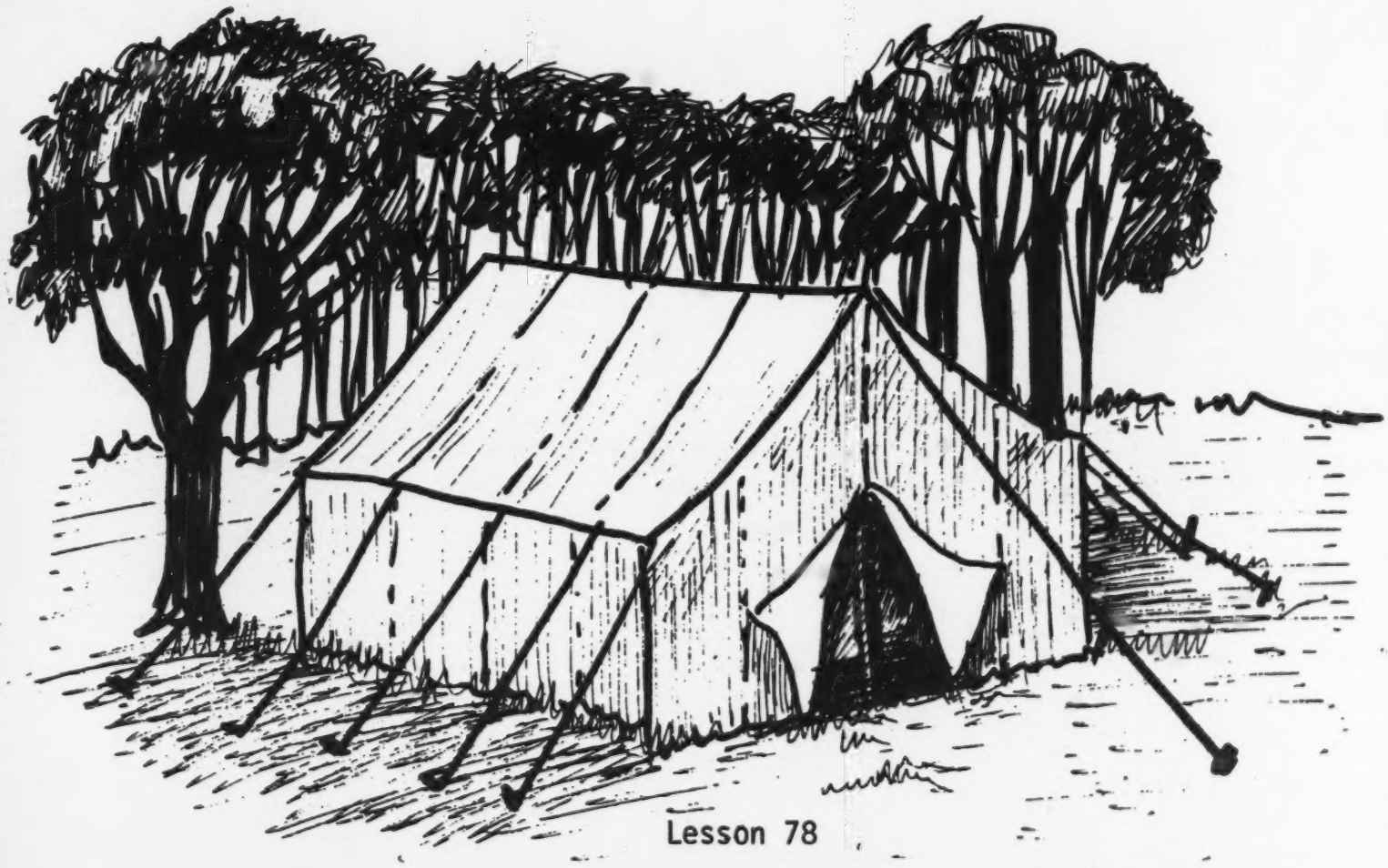
For use with many lessons



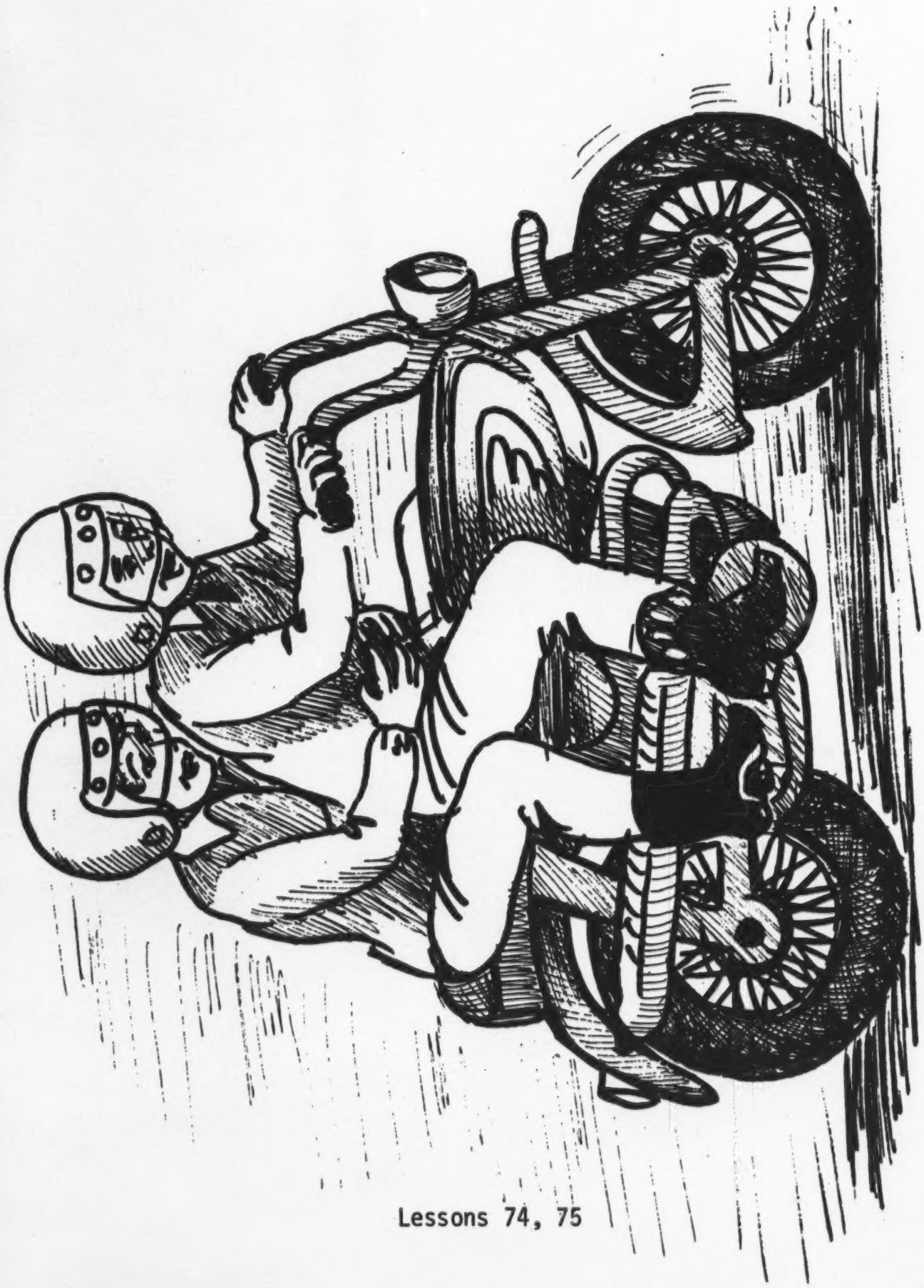
For use with many lessons



For use with many lessons

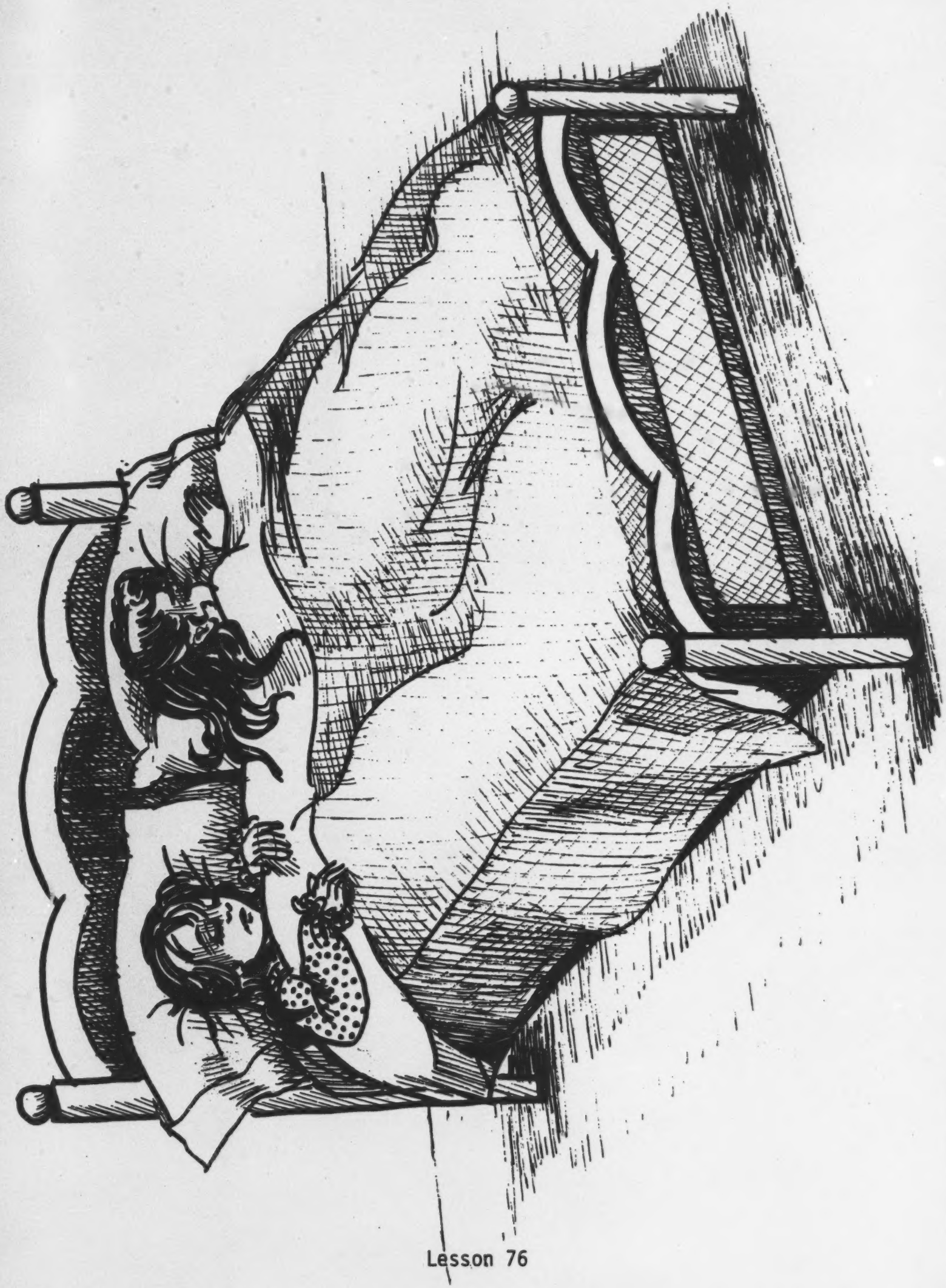


Lesson 78



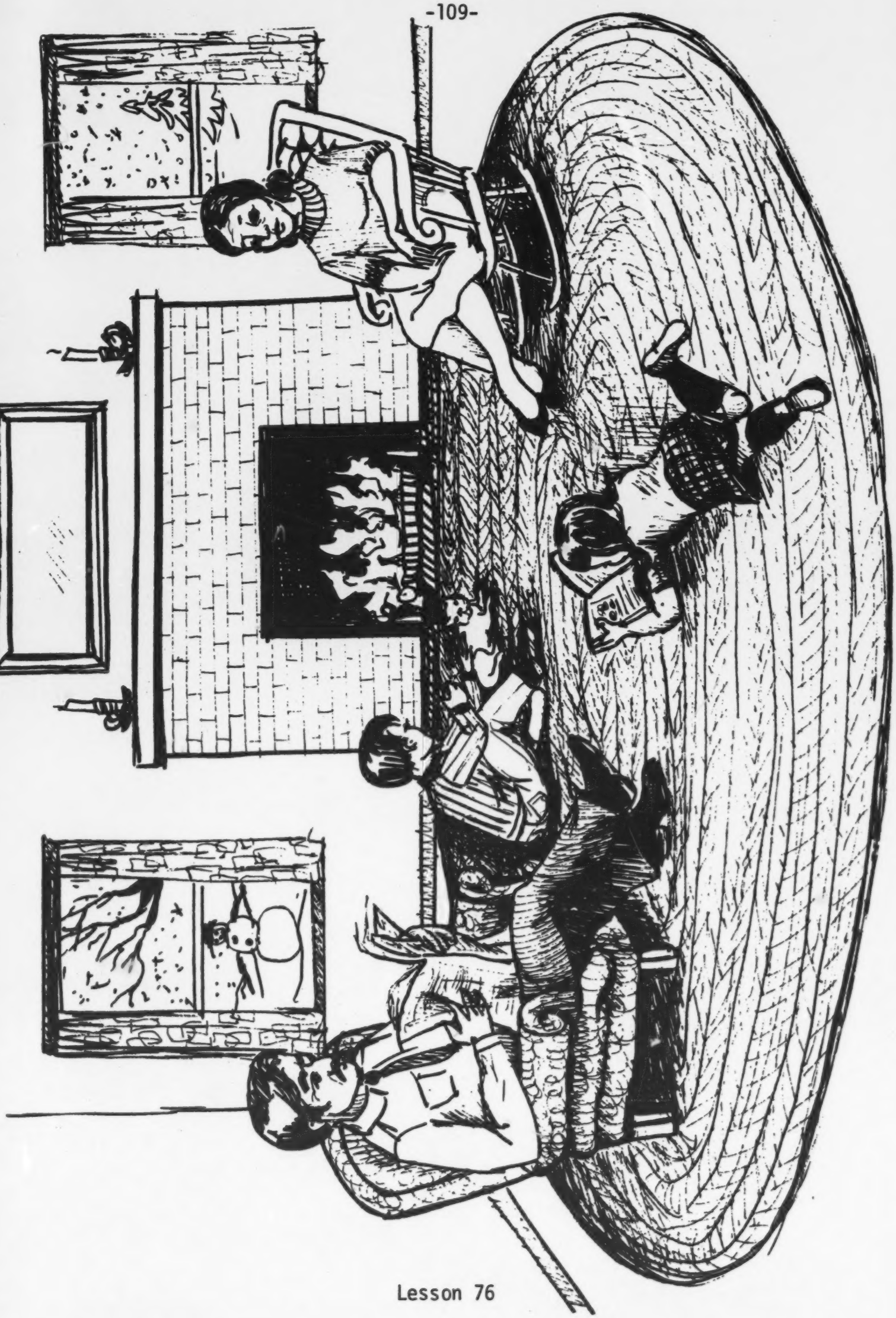
Lessons 74, 75

Lessons 74, 75

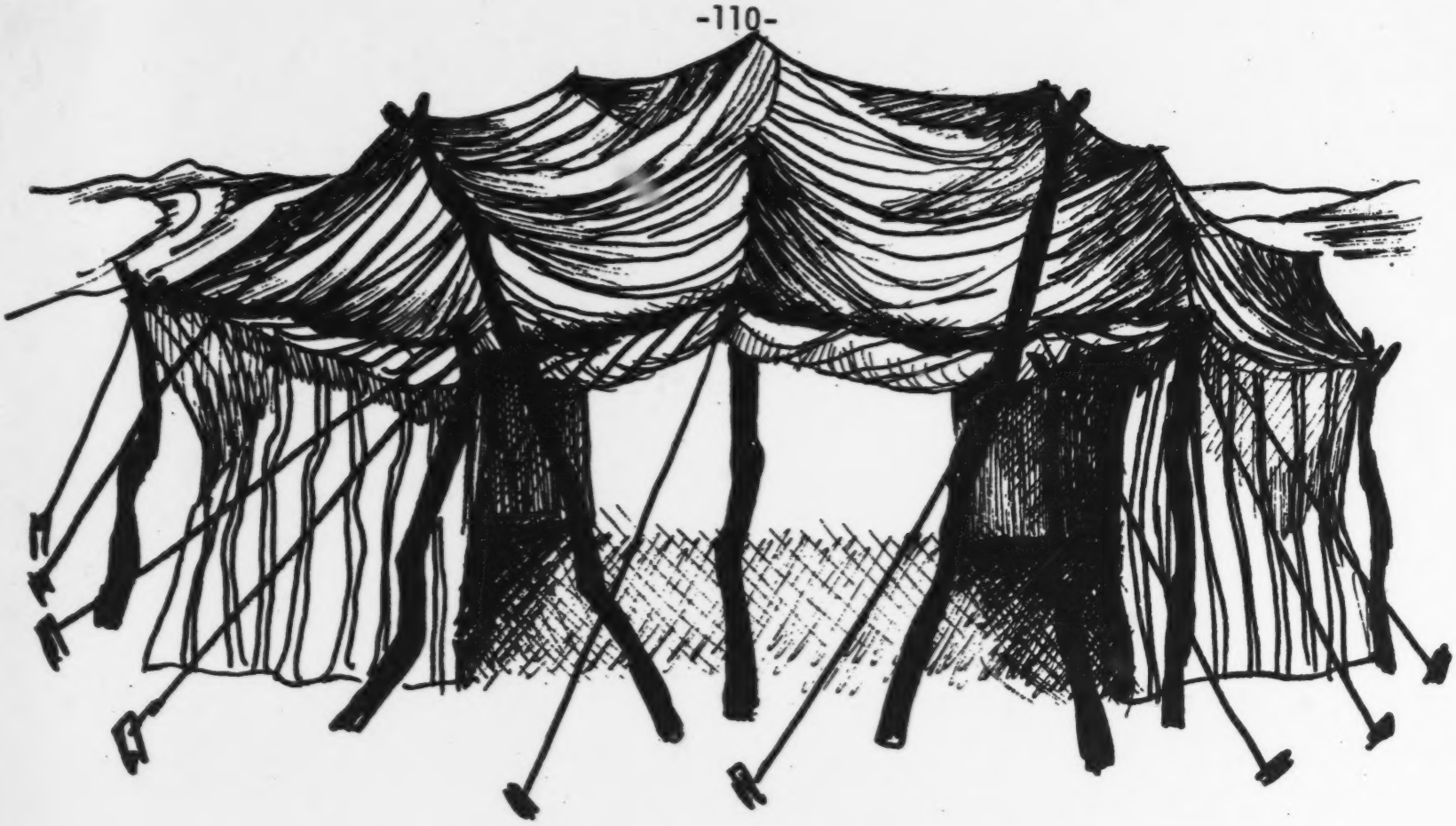


Lesson 76

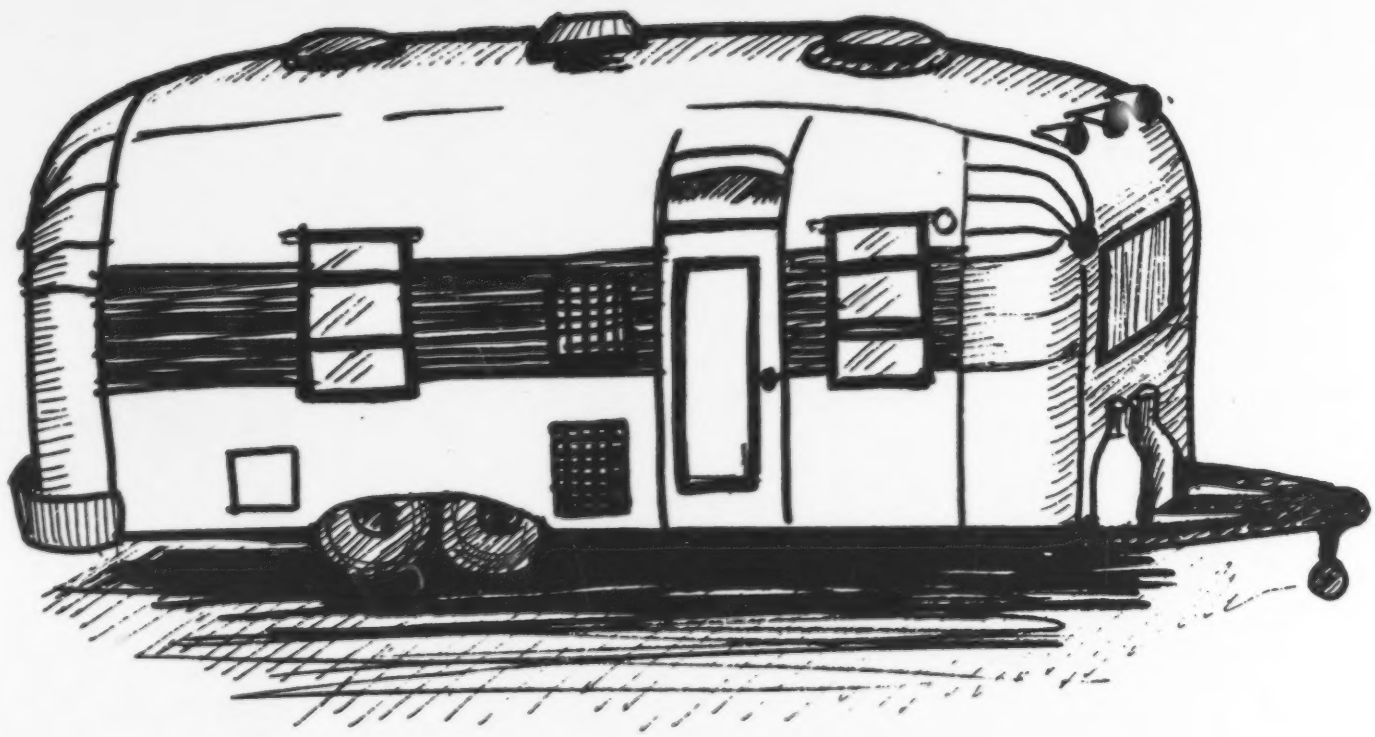
Lesson 76



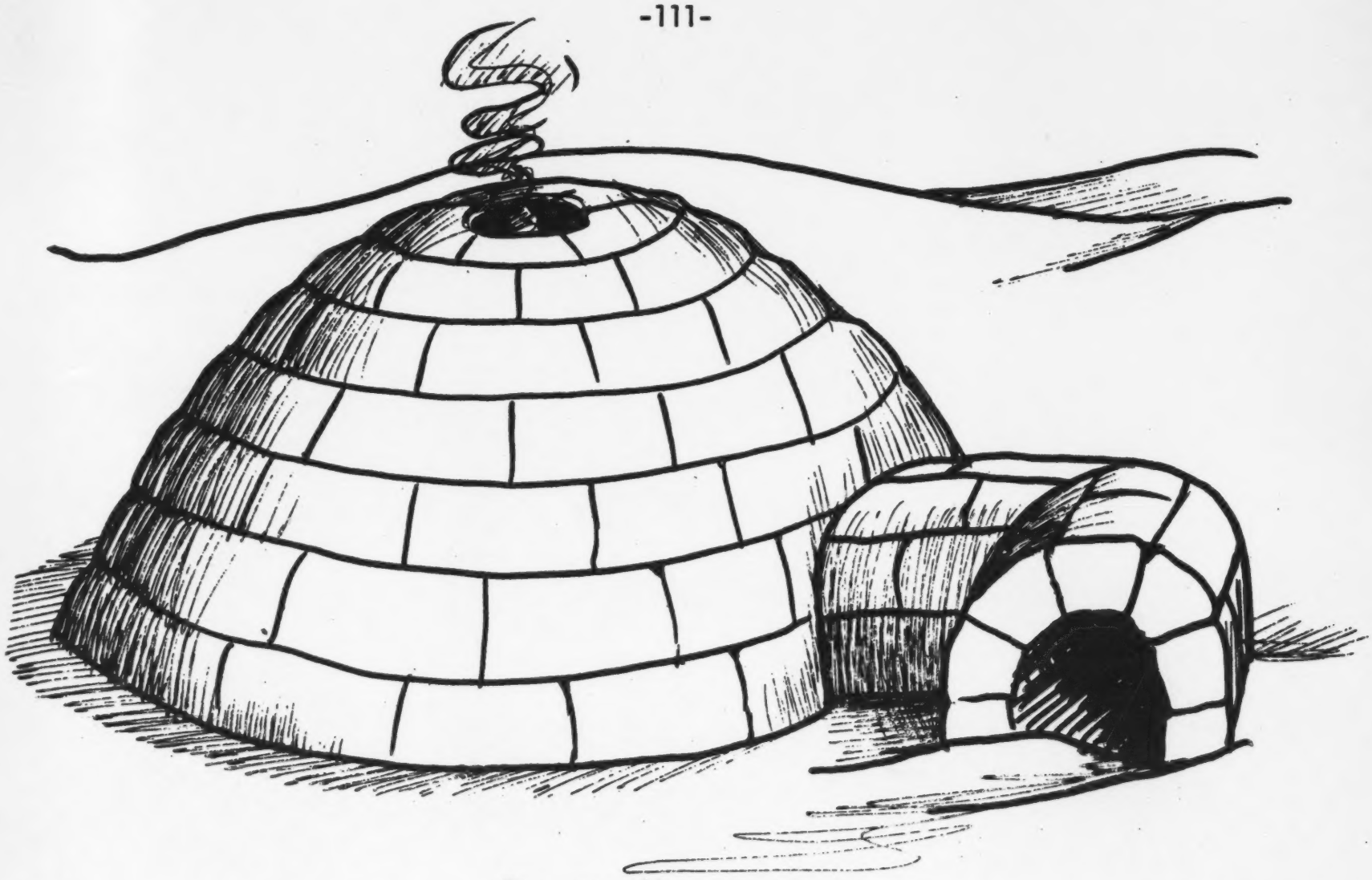
Lesson 76



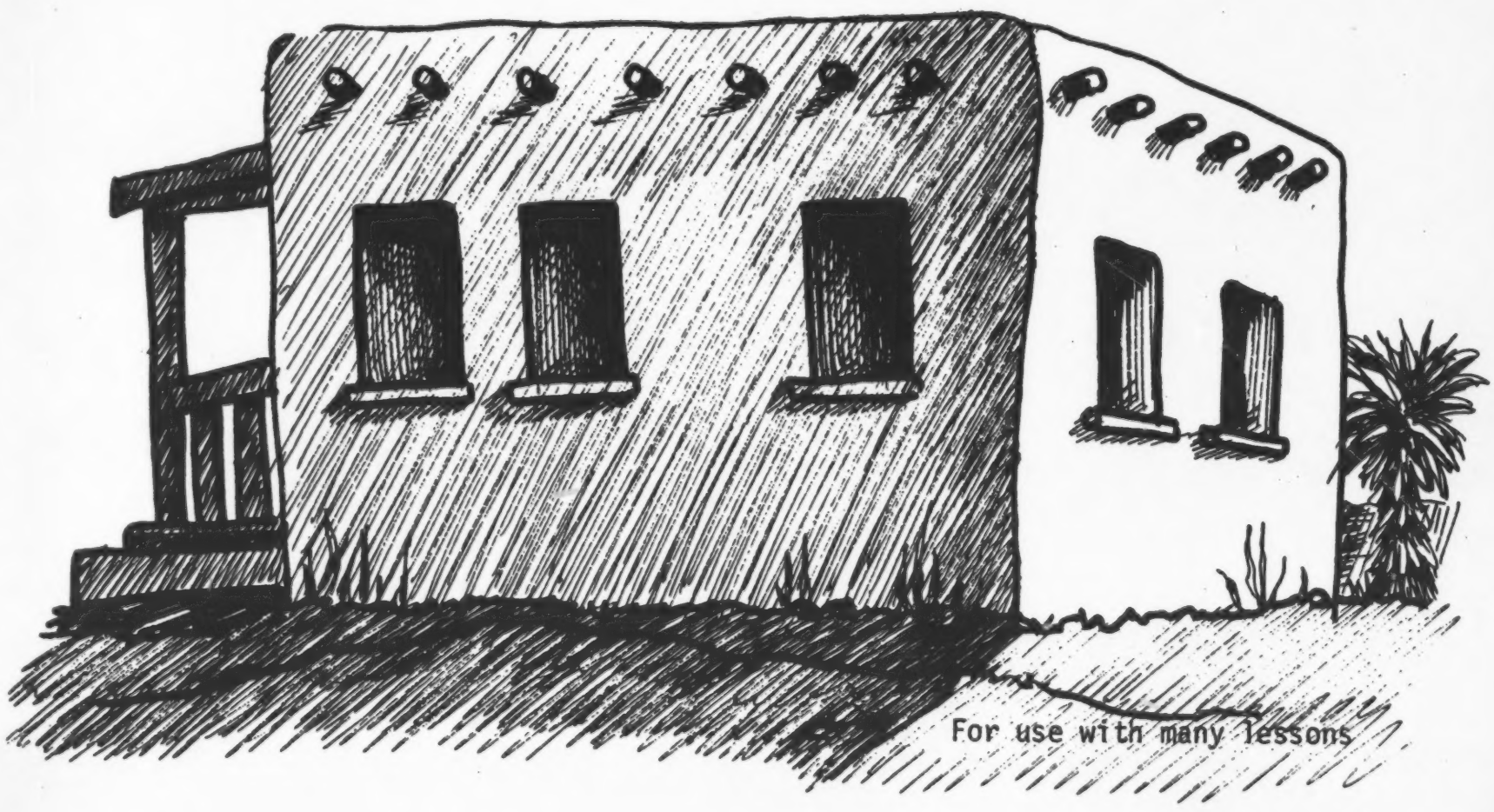
For use with many lessons



For use with many lessons

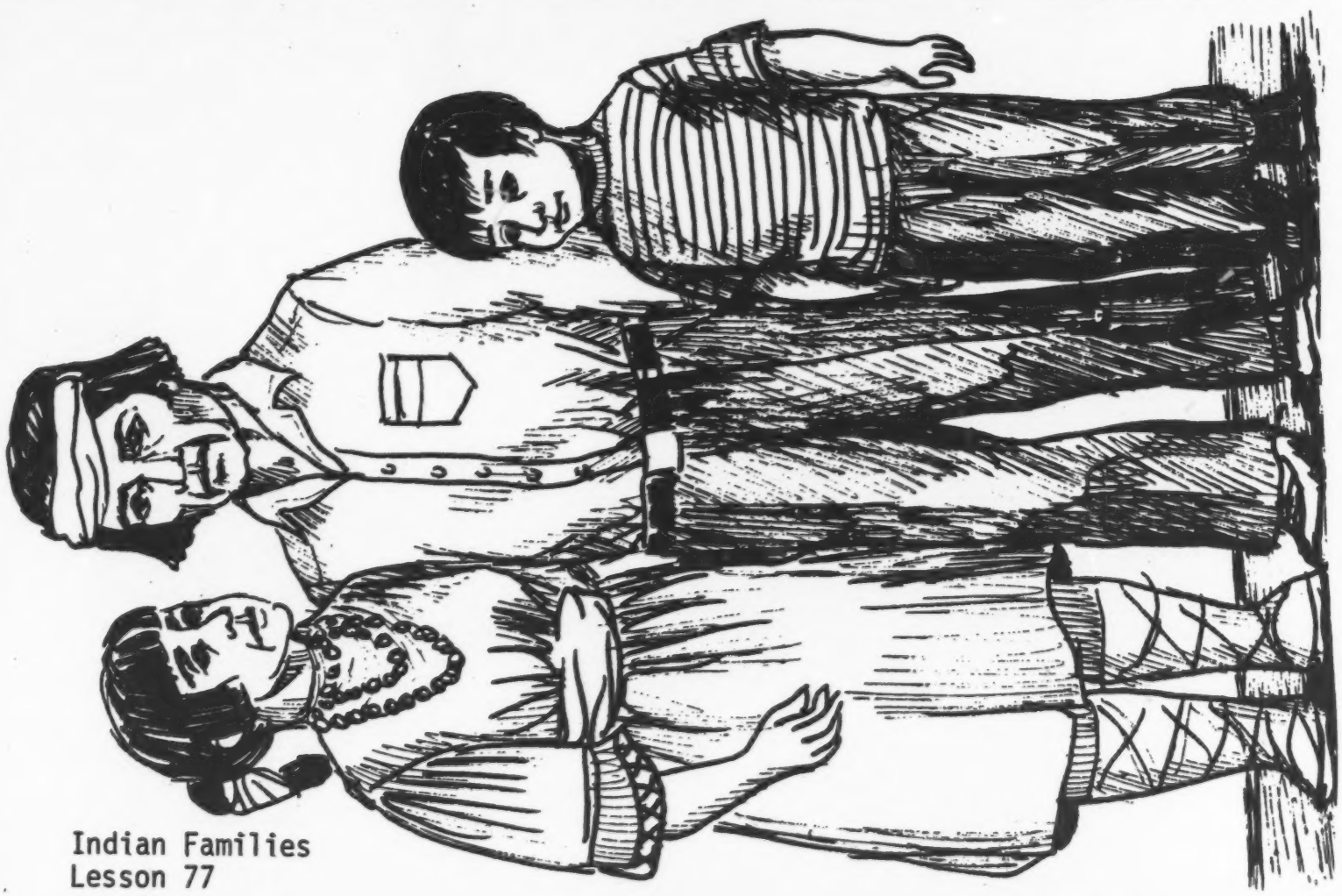


For use with many lessons

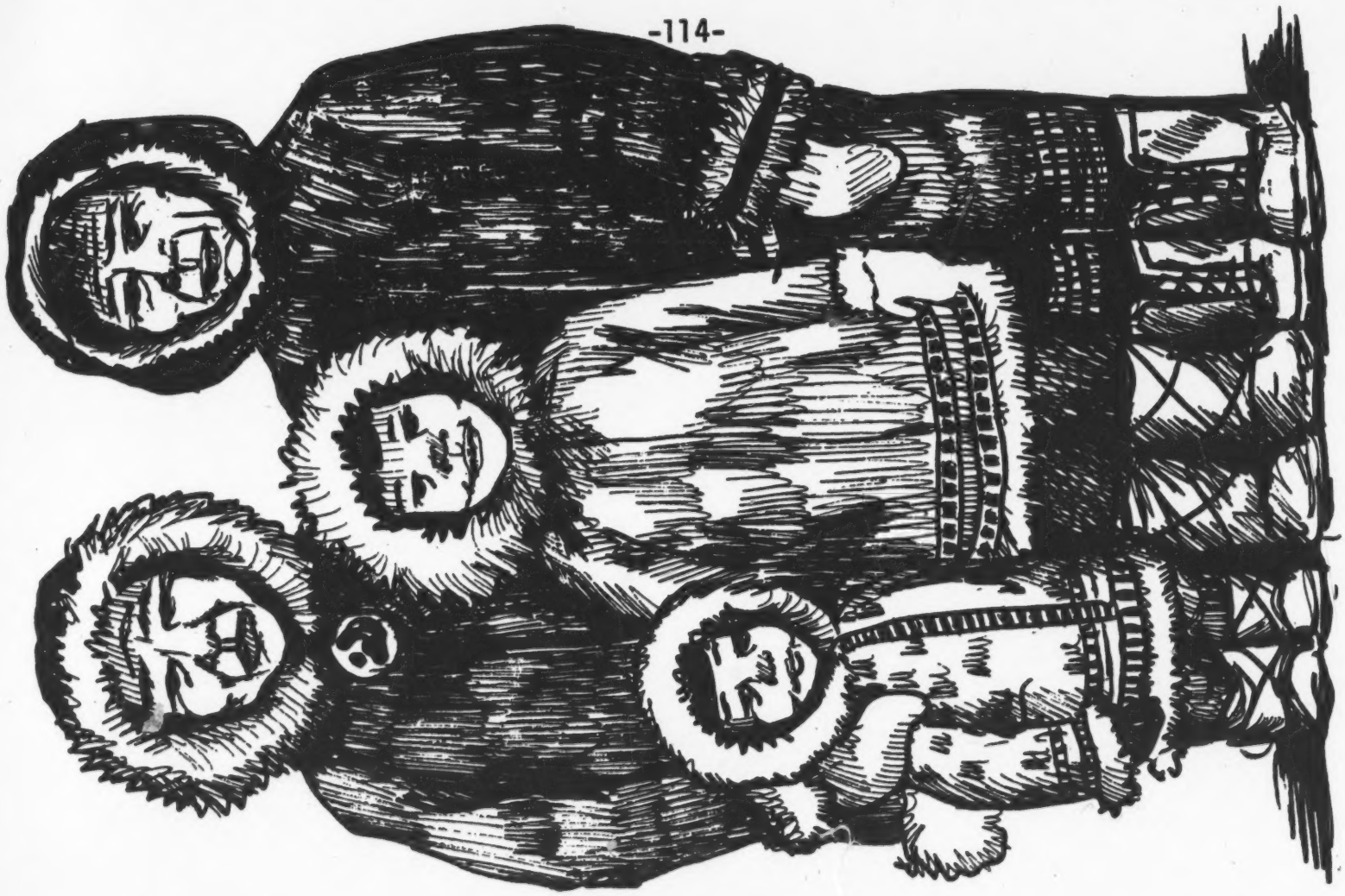


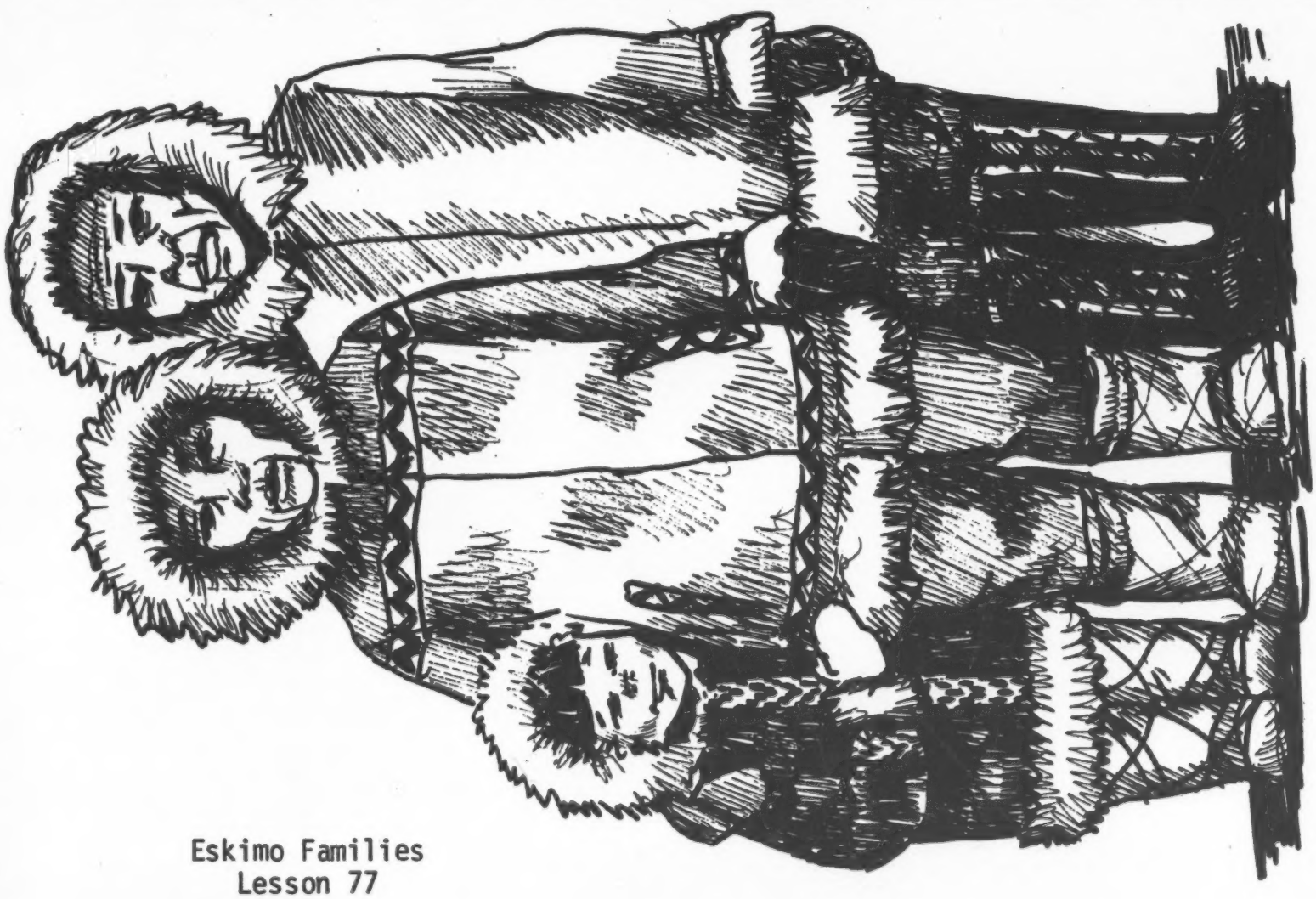
For use with many lessons

Arabian Families
Lesson 77

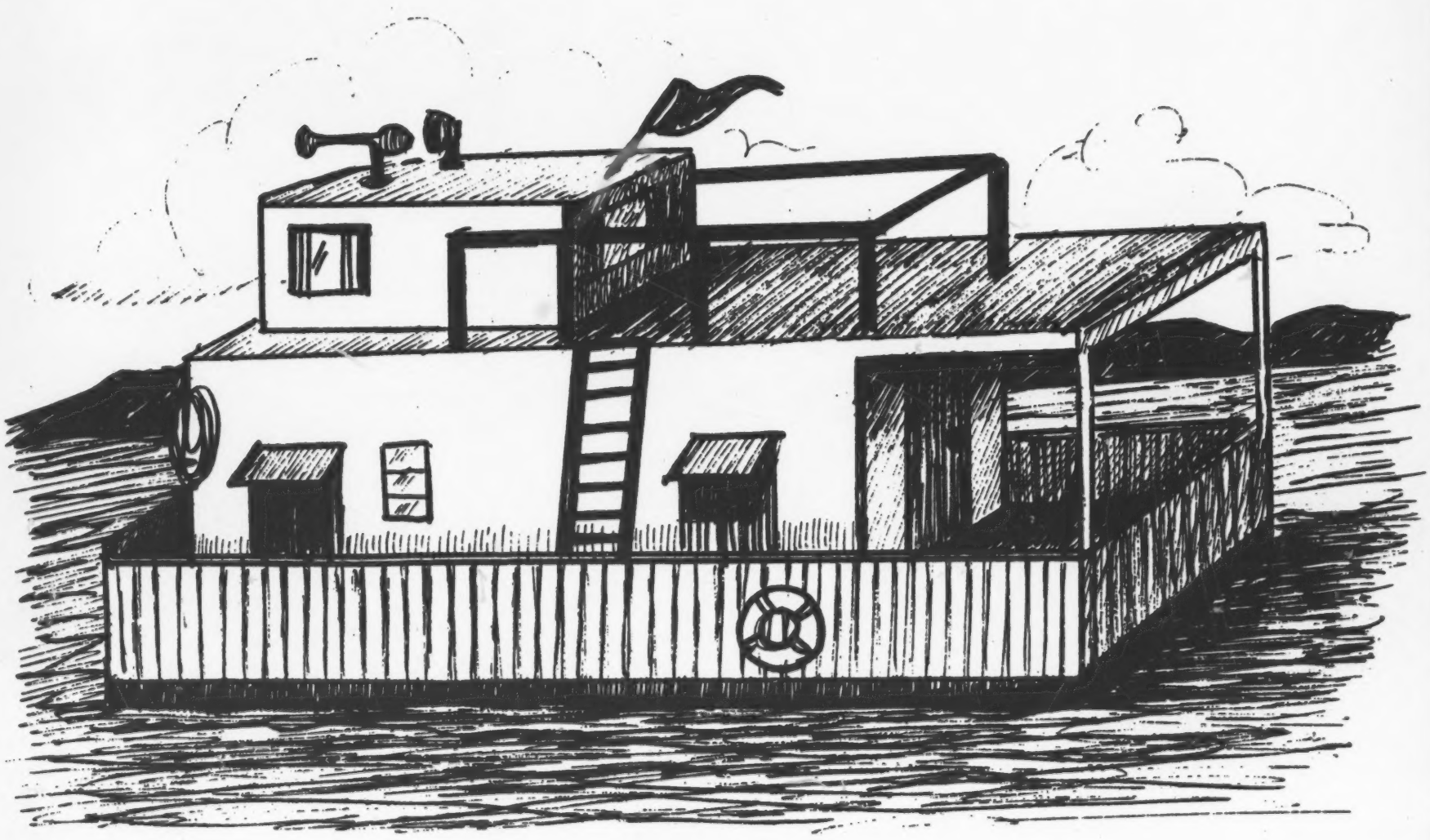


Indian Families
Lesson 77

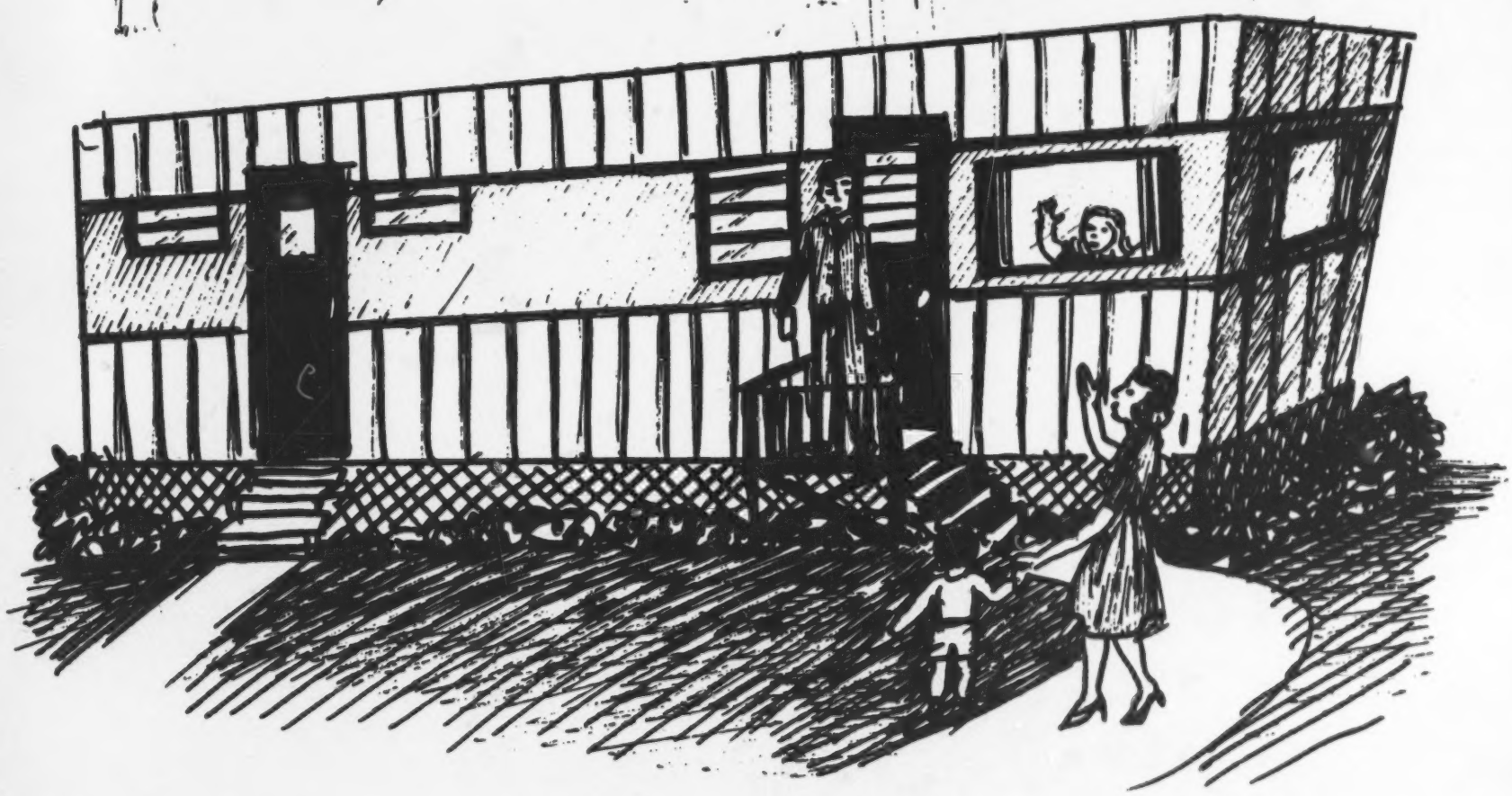




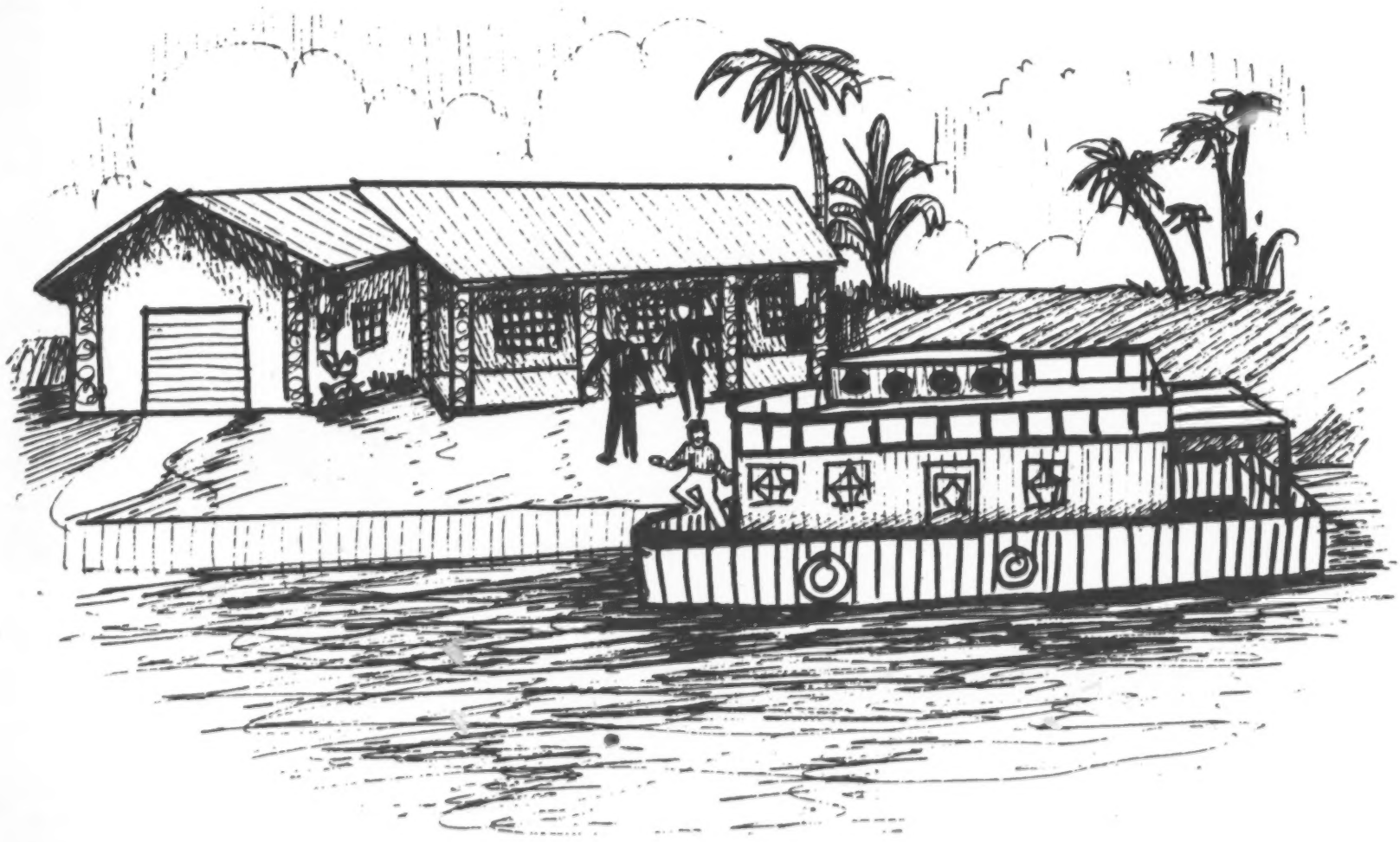
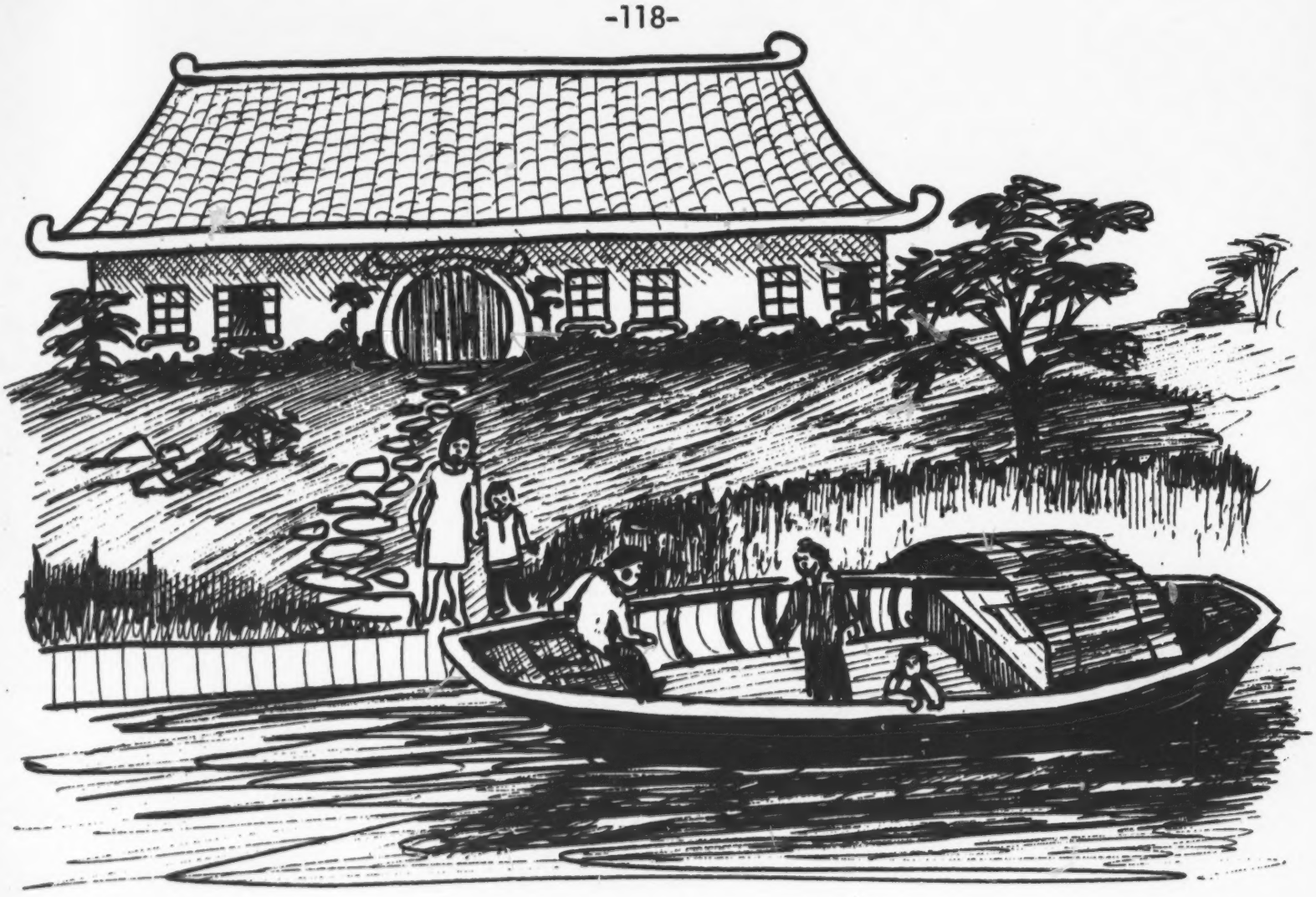
Eskimo Families
Lesson 77



Lesson 78
Spanish Activity 3 supporting Lesson 78



Lesson 79



Lesson 79